

# CAVERNA INDEPENDENT SCHOOLS

1102 North Dixie Highway  
Cave City, Kentucky  
42127

**Dr. Samuel Dick, Superintendent**

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## **Introduction to the Diagnostic Review**

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## **Part I: Findings**

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

### **Standards and Indicators**

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

**Standard 1: Purpose and Direction**

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>1.5</b>

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent’s presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 Priority School Report Cards (Caverna High School)</li> </ul>	2

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 Priority School Report Card (Caverna High School)</li> </ul>	1
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 Priority School Report Card (Caverna High School)</li> </ul>	1

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 Priority School Report Card (Caverna High School)</li> <li>• Comprehensive District Improvement Plan</li> <li>• Comprehensive School Improvement Plan</li> </ul>	2

Indicator	Opportunity for Improvement
1.1	<b>Design and implement new policies and practices that will ensure the school district and schools periodically (e.g. annually) engage in an inclusive and comprehensive process to review the effectiveness of the district wide purpose for improving student success, and make revisions as necessary. Ensure that the process also examines the effectiveness of strategies used to communicate the district's formal guiding statements of purpose and direction, and values and beliefs about teaching and learning.</b>
Rationale	

## Student Performance Data:

- District performance data declined in 2013 and does not suggest the existence of an established systematic process for establishing and communicating a formal statement of purpose and direction committed to high expectations for teachers, staff, and students as well as shared values and beliefs about teaching and learning.
- While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013. District Report



Cards from 2012 and 2013 indicate a significant drop in performance in the district during the past two years based on the percentages of students performing at Novice, Apprentice, Proficient, and Distinguished levels. Student performance across the district is significantly below state averages.

- Student Growth Percentile, which measures typical or higher academic growth, declined across the school system between 2012 and 2013. Growth percentages were also well below the state average for typical or higher annual growth.
- In general, district performance data suggests deficiencies with district processes, practices, and policies that set high expectations, provide support and assistance, or monitor and evaluate effectiveness of curriculum, instruction, and assessment practices in the schools.

#### Classroom Observation Data:

- Classroom observation data collected at Caverna High School does not indicate that the school/district has established expectations for the systematic use of research-aligned and highly effective instructional practices in all classrooms, suggesting the absence of high expectations for staff and students.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to “identify” or “list”).
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.
  - Instances in which students were actively and authentically engaged in their learning (e.g., applying information, comparing new learning with real life, or problem solving) were quite limited. It was evident/very evident that students were actively engaged in learning activities in 33% of classrooms.
  - All Caverna High School students have iPads. However, students were not observed using the iPads to engage in personalized learning activities, perform research, or otherwise use iPads as learning tools and resources.

#### Stakeholder Interviews, documents and artifacts:

- The district recently revised its formal mission and vision statements as follows:
  - Mission: “Caverna Independent Schools District endeavors to provide a quality education that prepares students to be productive College and Career Ready citizens.”
  - Vision: “Committed Individuals Striving to create a better future: every student, every classroom, every day.”

- The process used by the school system to review and revise its formal statements of mission and vision was not well documented.
- Interviewees did not consistently indicate that the process included board members, parents, teachers, students, etc.
- Interviews consistently revealed that the process was led by the superintendent's administrative assistant, included the District Leadership Team, and was formally approved by the board of education.

Other Pertinent information:

- In interviews, board members, school and district staff, and administrators consistently volunteered information about the changing demographics of the Caverna community. They noted high levels of poverty (as reflected in the percentage of students receiving meals assistance), increased transient population, a higher number of second language learners, students coming from single parent homes, etc. Stakeholders did not indicate how the district and schools were responding to these changes in the community.
- The newly revised mission/vision statement uses the words "endeavor" and "strive" as opposed to simply "will," suggesting hesitancy on the part of district leadership and the board of education to commit to the creation of a culture of collective accountability and shared high expectations for student learning.

Indicator	Opportunity for Improvement
1.4	Engage in a process to evaluate the effectiveness of policies, practices and procedures used for continuous improvement planning. Use the results of this evaluation to design and implement a results-driven continuous improvement planning process.
Rationale	

Student Performance Data:

- School and district performance data does not suggest the existence of highly effective, results-driven continuous improvement planning processes focused on student achievement and district, school, and classroom effectiveness.
  - Although Caverna High School performance results improved in 2013, district performance data declined during that same time period. This decline does not suggest that the district has established highly effective improvement planning processes that provide clear direction for improving performance and conditions that support student learning.
  - 2012 and 2013 Caverna High School Report Cards indicates improvement in achievement. The percentage of students performing at Novice level declined in reading, science, and writing. The decline in the percentage of students performing at Novice and Apprentice levels in math was 35% between 2012 and 2013. Similarly, the percentage of students performing at the Proficient and Distinguished levels increased

- in reading, science, and writing. The number of students performing at Proficient and Distinguished levels in math increased 35% between 2012 and 2013.
- Student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013.
  - There were significant improvements in student performance between 2012 and 2013 on grade 11 K-PREP Writing, English 11, Biology End-of-Course Assessments, along with a very small increase in social studies.
  - Caverna High School student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers.
  - 2013 reading achievement data is of particular concern. 46% of students performed at Proficient and Distinguished levels in reading, while 54% of students performed at Novice and Apprentice levels. While the percentage of students performing at Novice and Apprentice levels has declined to 33% in math, the percentage of students performing at Novice and Apprentice levels in other subjects remains high (science 75%, social studies 92%, biology 77%).
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

#### Classroom Observation Data:

- Classroom observation data reveals inconsistent practices that do not suggest that the school or district is systematically implementing a results-driven improvement planning process focused on delivering highly effective instruction that will ensure all students have equitable access to challenging learning experiences that will prepare them for success at the next level. For example:
  - Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 37% of classrooms.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to "identify" or "list").
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing)," were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.
  - Students demonstrating a positive attitude about the classroom and learning was rated 1.9. Observers noted that students were compliant to teacher instructions and

directions. Instances of off-task behavior may be attributed to inconsistent, unclear, or low teacher expectations.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident in 28% of classrooms. The heavy reliance on teacher-centered, whole group instruction does not allow specific, individualized feedback for improvement.
- Instances in which students were actively and authentically engaged in their learning (e.g., applying information, comparing new learning with real life, or problem solving) were quite limited. It was evident/very evident that students were actively engaged in learning activities in 33% of classrooms.
- All Caverna High School students have iPads. However, students were not observed using the iPads to engage in personalized learning activities, perform research, or otherwise use iPads as learning tools and resources.

#### Stakeholder Survey Data:

- Survey data suggests that the staff is generally satisfied with improvement planning processes:
  - 70% of the staff agree or strongly agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.”
  - 84% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
  - 74% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing and using data.”
  - 89% of staff agree or strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- While the staff may be satisfied with improvement planning process, survey data also suggests that teachers may be reluctant to make changes to their practice based on data. Only 42% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that the improvement planning process may be highly compliance driven, rather than focused on improving teacher practices that result in higher levels of student success.
- The student survey data below suggests that the practice of modifying and adjusting instructional practice and curriculum based on student needs may not be occurring systematically.
  - 58% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
  - 34% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that 66% of students do not perceive that teachers make modifications to their instructional and assessment practices based on student needs.

- 44% of students agree or strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school,” suggesting that the majority of students do not perceive that they have a voice in school improvement.
- 67% of students agree/strongly agree with the statement, “My school prepares me for success in the next school year.”

Stakeholder interviews, document and artifact review:

- The school district has recently completed a Comprehensive District Improvement Plan (CDIP) developed primarily by district leadership. Stakeholder interview reveal that the plan was based on needs identified in improvement plans of individual schools. The CDIP is well written, comprehensive, and identifies areas for improvement, such as differentiation and higher order thinking, that are also identified in this report.
- No interviews or documentation revealed what practices, policies, or processes the district plans use to ensure that the CDIP is faithfully implemented. Similarly, processes or practices to evaluate the effectiveness of improvement strategies and activities in improving performance and learning conditions were not apparent.
- In interviews, some stakeholders acknowledged that the improvement plan and planning process are largely compliance-driven activities as opposed to authentic plans aimed at improving results in student achievement.
- Documentation and interviews did not indicate how the plan will be communicated to the larger community or procedures for ensuring implementation and evaluation of school improvement plans.

## **Standard 2: Governance and Leadership**

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<b><i>Standard 2 – Governance and Leadership</i></b>	<b>Standard Performance Level</b>
The system operates under governance and leadership that promote and support student performance and system effectiveness.	<b>1.5</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Curriculum guides</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Board minutes</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	1

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• KSBA policies</li> <li>• Board policies</li> <li>• Staff handbook</li> <li>• Other documents and artifacts</li> <li>• Financial Audit</li> <li>• Stakeholder interviews including board, school and district staff</li> <li>• School observations</li> <li>• Stakeholder survey data</li> <li>• District and school performance data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	1
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district, and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> <li>• District Leadership Team documents</li> </ul>	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district, and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	2
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> <li>• CDIP</li> </ul>	1



Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	1

Indicator	Opportunity for Improvement
2.4	<b>Develop new strategies to meaningfully engage leadership and staff at all levels in dialogue regarding the alignment of decisions and actions to the district's purpose and direction for improving student achievement in order to foster a culture of high expectations and collective accountability among all stakeholders.</b>
Rationale	

## Student Performance Data:

- Student performance data does not suggest that leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement of student achievement. Nor do they suggest that district leadership encourage, support and expect all personnel to maintain high standards and to hold students to high standards in all courses of study.
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile

ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

- Student Growth Percentile, which measures typical or higher academic growth, declined across the school system between 2012 and 2013. Growth percentages were well below the state average for typical or higher growth. This growth data suggests that Caverna students are not keeping pace with their academic peers across Kentucky. It may also indicate systemic issues with pacing, teacher expectations for student performance, and teacher and school capacity to provide differentiated instruction at an appropriate level of challenge.
- In general, district performance data suggests deficiencies with district processes, practices, and policies that set high expectations, provide support and assistance, and monitor and evaluate effectiveness with regard to: 1) academic rigor, 2) an environment which encourages critical or higher-order thinking, 3) horizontal and vertical curriculum alignment, 4) monitoring and supervision of instructional quality, 4) improvement in professional practice of teachers, administrators and other staff, 5) results-driven continuous improvement planning including the use of formative assessment data to drive decision-making at the classroom, Professional Learning Communities, school and district levels.

#### Classroom Observation Data:

- Classroom observation data does not reflect a culture of high standards and expectations that is conducive to collaboration, innovation, or accountability for results. Examples of this include the following:
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to “identify” or “list”).
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were “asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing),” were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.
  - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 37% of classrooms.
  - Instances in which students were actively engaged in learning activities were evident/very evident in 33% of classrooms.
  - Instances in which students were provided opportunities to use digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 17% of classrooms.

## Stakeholder Survey Data:

- A review of student survey data suggests that the experience for students is mixed with regard to a clearly articulated purpose and expectations prevalent in the school's culture. Relevant survey items include the following:
  - Although 82.78% of students agree or strongly agree with the statement, "The principal and teachers have high expectations of me," performance and classroom observation data suggests otherwise.
  - 57.05% of students agree or strongly agree with the statement, "My school prepares me to deal with issues I may face in the future," suggesting that a lack of institutional focus in the area of readiness for success at the next level.
  - 70.2% of students agree or strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family," suggesting that efforts to communicate culture have not been successful with nearly one-third of students.
- A review of staff survey data suggests that statements of purpose exist, but decreasing percentages of the faculty view the purpose as being dynamic or supported by the governing body.
  - 90% of respondents agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success," suggesting that staff have knowledge of the purpose statement.
  - 75% of respondents agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders," suggesting some efforts to address the purpose statement at the school level.
  - 67% of respondents agree or strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making," suggesting that roughly one-third of staff cannot confirm that the school's purpose is really based on the values of the stakeholders or community.
  - 55% of respondents agree or strongly agree with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."

## Stakeholder Interviews:

- Stakeholder interviews indicate that the purpose and vision were not collaboratively developed, but rather the product of a small, internal group led by the administrative assistant to the superintendent, the high school principal, and, to some extent, the District Leadership Team. There was a limited effort to get feedback from staff, but little to no contribution from the larger community.
- The new purpose statement asserts the district is *striving*, which is not a statement of acknowledgement that the district exists to succeed for all students.

### Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	<b>Standard Performance Level</b>
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	<b>1.4</b>

Indicator		Source of Evidence	Performance Level
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"><li>• Documents and artifacts including class schedules, etc.</li><li>• Curriculum supporting documents</li><li>• Walkthrough forms</li><li>• Stakeholder survey data</li><li>• Stakeholder interviews</li><li>• School observations</li><li>• District Expectations for Instruction</li><li>• Tutoring Plan and Expectations</li><li>• 2012 and 2013 School and District Report Card</li><li>• Self-Assessment</li><li>• Executive Summary</li><li>• 2012 KDE Leadership Assessments for school and district</li><li>• Classroom observation data</li></ul>	1

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"><li>• Documents and artifacts including class schedules, etc.</li><li>• Curriculum supporting documents</li><li>• Walkthrough forms</li><li>• Stakeholder survey data</li><li>• Stakeholder interviews</li><li>• School observations</li><li>• District Expectations for Instruction</li><li>• Tutoring Plan and Expectations</li><li>• 2012 and 2013 School and District Report Card</li><li>• Self-Assessment</li><li>• Executive Summary</li><li>• 2012 KDE Leadership Assessments for school and district</li><li>• Classroom observation data</li></ul>	1

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Documents and artifacts</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough documents</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• Tutoring Plan and Expectations</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for school and district</li> <li>• Classroom observation data</li> </ul>	1
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Documents and artifacts</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for school and district</li> <li>• Classroom observation data</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> <li>• Documents and artifacts</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for school and district</li> <li>• Classroom observation data</li> </ul>	2
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for school and district</li> <li>• Classroom observation data</li> </ul>	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> </ul>	1



Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> </ul>	1
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> </ul>	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> </ul>	1
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> <li>• Professional development program evaluation tools</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder surveys</li> <li>• Classroom and school observations</li> <li>• Review of documents and artifacts</li> </ul>	2

Indicator	Opportunity for Improvement
3.5	Examine the degree to which the school district is a truly collaborative learning organization. Use the results of this examination to revise policies, strategies, and practices that will lead to the creation of highly effective school and district professional learning communities that: 1) meet formally on a regular basis as well as informally, 2) collaborate across departments/divisions, grade levels and content areas, 3) use a formal process that promotes productive discussion about student learning and the conditions that support learning, 4) use the results of inquiry practice, action research, examination of student work, reflection, study teams, peer coaching, etc., which are a part of the staff's daily routine, and 5) are able to link their collaborative efforts to improvement results in instructional practice, system effectiveness, and student performance.
Rationale	

## Student Performance Data:

- In general, district performance data suggests deficiencies with district processes, practices, and policies that set high expectations, provide support and assistance, and monitor and evaluate effectiveness. Performance data further suggests that the district is not highly engaged in the improvement of professional practice of teachers.
- While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013 despite significant improvement in performance at the high school.

## Stakeholder Survey Data:

- 53% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas,” suggesting that almost half of the staff may not have a clear understanding of collaborative/professional learning communities.
- 63% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” suggesting that many staff members do not have a clear understanding of formal PLC processes that promote discussions about student learning.

Stakeholder interviews, document and artifact review:

- In interviews, school and district staff members were able to point to instances linking collaboration to improvement in student performance or teacher professional practices, primarily in high school mathematics.
- A review of documentation provided limited evidence that the work of the PLCs is being consistently documented or monitored to ensure fidelity of implementation.
- A review of documentation provided limited evidence that all teachers have been trained in using data to analyze student work and/or make instructional changes.
- Other than the District Leadership Team, which meets on an as-needed basis, there was no evidence of support structures for a collaborative learning organization (i.e., regularly scheduled meetings that include all district office staff or administrators, regular meetings with principals/assistant principals, etc.).

Indicator	Opportunity for Improvement
3.11	<b>Collaboratively establish and regularly evaluate a rigorous and continuous program of professional learning that is aligned with the district’s purpose and direction. Ensure that the professional development program is 1) individualized based on the assessment of needs of the school/district and the individual, 2) builds measurable capacity among staff members who participate, 3) is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</b>
<b>Rationale</b>	

Student Performance:

- Performance data does not suggest that the district has established highly effective processes for the delivery of teacher and staff professional development that leads to improvement in student performance.
  - Improvements at Caverna High School between 2012 and 2013 are reflected in an 11.2 point increase in Overall Accountability Performance, its Kentucky percentile ranking

increasing from the third percentile to the thirty-fifth percentile, improvement in performance gap, an increase in the number of students demonstrating college and career readiness, and a higher graduation rate.

- Student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013. Modest improvement in ACT as opposed to more significant improvement in other assessments may suggest a lack of academic rigor or curriculum alignment issues.
- 2013 reading achievement data is of particular concern. 46% of students performed at Proficient and Distinguished levels in reading, while 54% of students performed at Novice and Apprentice levels. While the percentage of students performing at Novice and Apprentice levels has declined to 33% in math, the percentage of students performing at Novice and Apprentice levels in other subjects remains high (science 75%, social studies 92%, biology 77%).
- While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

#### Classroom Observation Data:

- Classroom observation data does not suggest that professional development opportunities provided to staff focusing on effective instructional strategies such as student engagement or academic rigor have impacted teacher professional practice.
  - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale.
  - The High Expectations Environment received an overall rating of 1.7 on a 4 point scale.
  - The Supportive Learning Environment received an overall rating of 1.9 on a 4 point scale.
  - The Active Learning Environment received an overall rating of 2.1 on a 4 point scale.
  - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale.
  - The Well-Managed Environment received an overall rating of 2.2 on a 4 point scale.
  - The Digital Environment received an overall rating of 1.7 on a 4 point scale.

#### Stakeholder Survey Data:

- Staff survey data does not suggest the existence of a professional development program that is focused on improvement of teacher effectiveness and student achievement. 68.42% of staff indicated that they agree or strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

#### Stakeholder Interviews:

- Stakeholder interviews and review of documentation indicate that the district is providing professional development to support improvement in teacher professional practice. Interviewees indicated that the professional development program is based on student and staff needs.
- The degree to which the professional development program is evaluated for its effectiveness in actually improving student performance is not apparent.

Other pertinent information:

- There is no documentation that the district has established a professional development plan for all staff members.

Indicator	Opportunity for Improvement
3.12	Develop a process with school personnel that systematically and continuously uses data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs such as second language.
Rationale	

Student Performance Data:

- The large number of students performing at a Novice level as well as the decline in growth data suggests that district practices and processes that expect, support, and monitor differentiation of instruction may not be effective.
- Per the chart below, the large percentage of students performing at Novice and Apprentice levels suggests the possibility that some unique learner needs may not have been identified or addressed, i.e., multiple intelligences, learning styles, etc., through differentiation of instruction.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice	2012 School % Proficient & Distng	2013 School % Proficient & Distng	2013 State % Proficient & Distng
Reading	70.7	54.3	44.2	29.3	45.7	55.8
Math	68.3	33.3	64	31.7	66.7	36.0
Science	92.7	75.0	63.7	7.3	25.0	36.3
Social St	92.0	91.7	48.7	8.0	8.3	51.3
Writing	74.7	64.7	51.8	25.3	35.3	48.2
Language Mechanics	72.8	71.2	48.6	27.3	28.9	51.4

- The decline in the percentage of students making typical or higher growth in both math and reading indicates that students at Caverna High School, regardless of their academic performance level, are not showing annual growth at the same pace as their academic peers

across the state. Growth may be associated with differentiation, including the identification of unique learner needs.

	<b>READING</b> PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		<b>MATH</b> PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	Caverna High School	Kentucky	Caverna High School	Kentucky
2013	45.9	56.9	43.2	57.3
2012	57.4	59.0	61.7	57.9

#### Classroom Observation Data:

- The extent to which the school is effectively addressing diverse learning needs through differentiation is somewhat limited. Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 37% of classrooms. Observers detected no differentiation of instruction in 47% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 28% of classrooms. Observers detected no additional/alternative instruction and feedback in 56% of classrooms.

#### Stakeholder Survey Data:

- Stakeholder survey data strongly suggests that the use of differentiated instruction is very limited.
- 33.55% of students strongly agree or agree with the statement “All of my teachers change their teaching to meet my learning needs,” suggesting that the majority of students do not perceive that teachers modify or adapt instruction to meet their learning needs.
- 36.84% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
- 58% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”

#### Stakeholder Interviews:

- All stakeholders indicated in interviews that the district has an English as a Second Language and migrant program.
- According to stakeholder interviews, a district team, along with the high school team, attended a professional development at Green River Regional Educational Cooperative on Co-Teaching Strategies.

## Other pertinent information:

- There is evidence the special education department uses data along with IEPs to meet the unique learning needs for some students. However, there is no evidence that the district has documented all special populations (ESL, Gifted/Talented) of students based on proficiency and other learning needs.
- There is evidence of a Caverna Migrant Education Program Grant Application for 2013–2014. The application included a summary of the previous year’s activities and budget.
- The Caverna Migrant Education Program provided services for 36 students during the 2012-2013 school year. Demographically, their population was divided into 5 preschool (0-4 years old), 28 school age (kindergarten – 12<sup>th</sup> grade), and 3 emancipated youth students. Approximately 35 percent of Caverna MEP students were Hispanic during the 2012-2013 school year.
- According to stakeholder interviews, the system has administered interest inventories to students and teachers have had professional development to address unique learning needs.

**Standard 4: Resources and Support Systems**

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staff who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<b>Standard 4 – Resources and Support Systems</b>	<b>Standard Performance Level</b>
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	<b>2.1</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• LEAD Report</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom and school observations</li> </ul>	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• LEAD Report</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom and school observations</li> </ul>	2



Indicator		Source of Evidence	Performance Level
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom and school observations</li> </ul>	2
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> </ul>	1
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• School and classroom observations</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• School and classroom observations</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> </ul>	3
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• School and classroom observations</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> </ul>	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• School and classroom observations</li> <li>• Student performance data</li> <li>• Stakeholder survey data</li> </ul>	2

Indicator	Opportunity for Improvement
4.2	Develop transparent budgeting and resource allocation processes that ensure material resources are focused on supporting the purpose and direction of the district and its schools. Further ensure that fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
Rationale	

## Interviews and review of artifacts and documentation:

- The 2012-13 audited Fund 1 balance for Caverna is \$1,140,217.77 (19.28%). Evidence suggests that the high school is struggling due to a lack of resources and appears to be unaware of available district funds.
- Interviews revealed that resource requests from the schools are typically routed to the District Finance Office via telephone. Team members were told that the initial answer to all requests was “no.” If the contact person from the school called the finance officer a second time with the same request, then the request was given consideration to some degree.

Indicator	Opportunity for Improvement
4.3	Create a formal plan with clear expectations for maintaining the safety, cleanliness and healthy environment of all schools. Develop and implement continuous tracking of these conditions by appropriate personnel with a district monitoring component.
Rationale	

## School Observation Data:

- The team noticed that there was a strong sewer-like odor in the school. The odor was noticeable in the main hallways and several first floor rooms.
- The district recently entered into a contract to install central air-conditioning this spring at the high/middle school.

## Stakeholder Survey Data:

- Survey data strongly suggests that students and teachers are not satisfied with the extent to which the district is providing a clean, safe, and healthy environment for learning.
  - 42% of staff agree with the statement, “Our school maintains facilities that support student learning.” No staff members indicated that they strongly agree with this statement. 26% of staff indicated that they disagree or strongly disagree with this statement.
  - 63% of staff agree or strongly agree with the statement, “Our school maintains facilities that contribute to a safe environment.”
  - 42% of students agree or strongly agree with the statement, “In my school the building and grounds are safe, clean, and provide a healthy place for learning, “ indicating that nearly 60% of students could not confirm that the school is a safe, clean, and healthy environment.
  - The number of parents surveyed did not meet the minimum response rate of 20%. Accordingly, parent survey results are not included in this analysis.

## Stakeholder Interviews:

- Stakeholder interviews did not provide evidence that there was continuous monitoring from the district office concerning health, safety, or cleanliness.
- The superintendent indicated that a formal system for monitoring the safety, cleanliness, and health of the buildings is the responsibility of the principals and not the district office.

## Other pertinent information:

- One of the custodians at the high school had been absent for an extended period at the time of the Diagnostic Review. Arrangement for a substitute custodian to be employed temporarily during this absence had not been made. Accordingly, some of the custodial duties were being carried out by the principal.

Indicator	Opportunity for Improvement
4.5	<b>Collaboratively develop a process to evaluate the effectiveness of existing information resources, including the library media center, in supporting educational programs, i.e., school literacy, student and teacher research, etc. Use the results of this evaluation to develop new practices and policies that will ensure all students and school and district personnel have access to an exceptional collection of media and information resources to achieve the purpose and direction of the district and schools, i.e., college and career readiness.</b>
Rationale	

## Student Performance Data:

- 2012 and 2013 School Report Cards show significant improvement in reading at the high school. This data also shows that 54.3% of students are performing at Novice and Apprentice levels in reading.

## Classroom observation data:

- Classroom observation data does not suggest that students are using digital tools and resources to advance their learning, despite the fact that all students have been provided iPads.
  - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 39% of classrooms.
  - Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 18% of classrooms.
  - Instances in which students used digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 18% of classrooms.

## Stakeholder Survey Data:

- While the staff is less than satisfied with regard to having sufficient material resources, they appear to be generally satisfied with school and district processes for providing information resources and related personnel.
  - 42% of staff agree or strongly agree with the statement, “Our school provides sufficient material resources to meet student needs.”
  - 84% of staff agree or strongly agree with the statement, “Our school provides a variety of information resources to support student learning.”
  - 74% of staff agree or strongly agree with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.”
- Student survey data may suggest possible leverage points for improvement:
  - 69% of students agree or strongly agree with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).”
  - 52% of students agree or strongly agree with the statement, “In my school computers are up-to-date and used by teachers to help me learn.”

## Stakeholder Interviews:

- The high school has recently purchased iPads for all students.
- The high school/middle school library appears to have only about 1000-1500 books. The exact number of books is unknown because the library does not maintain these records.
- One district-wide librarian serves both libraries, supported by one clerical assistant.
- The superintendent indicated that the school bought iPads so that students could have books on their iPads, and funding the library program was the responsibility of the school, not the district.
- The extent to which the district is ensuring adequate resources are available to support school wide literacy is unclear.

Indicator	Opportunity for Improvement
4.7/4.8	Evaluate the effectiveness of programs that address the physical, social and emotional needs of the students. Use the results of this evaluation to develop improvement plans for all programs that address the physical, social and emotional needs of the students.
Rationale	

## Stakeholder Survey Data:

- Student surveys indicate that 74% of students are satisfied with the career counseling and services offered. However, the student survey did not directly address services to meet social, emotional, or physical needs.
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder Interviews, Document and artifact review:

- Interviews, documents, and artifacts reveal that the district is providing or coordinating programs and services to support the physical, social, emotional needs of students (i.e., Family Resource Center, health services, guidance counseling, special education, gifted and talented, etc.)
- Interviews and documentation did not reveal that the district has established expectations, processes, or support for ensuring that student support services are monitored for their effectiveness in helping achieve the district purpose of college and career readiness for all students. Valid measures of program effectiveness or documents supporting the existence of improvement plans related to these programs and services were not in evidence.

## **Standard 5: Using Results for Continuous Improvement**

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with

the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<b><i>Standard 5 – Using Results for Continuous Improvement</i></b>	<b>Standard Performance Level</b>
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	<b>1.4</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Executive summary</li> <li>• District Improvement Plan</li> <li>• Superintendent's presentation</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom and school observations</li> <li>• KDE School/District Report Cards</li> </ul>	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• Executive summary</li> <li>• District Improvement Plan</li> <li>• Superintendent's presentation</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Board policies</li> <li>• Classroom and school observations</li> <li>• KDE School/District Report Cards</li> </ul>	1
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Executive summary</li> <li>• District Improvement Plan</li> <li>• Superintendent's presentation</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom and school observations</li> <li>• KDE School/District Report Cards</li> </ul>	1



Indicator		Source of Evidence	Performance Level
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>Stakeholder survey results</li> <li>Student performance data</li> <li>Stakeholder interviews</li> <li>2012 KDE Leadership Assessment</li> <li>Executive summary</li> <li>District Improvement Plan</li> <li>Superintendent's presentation</li> <li>Review of documents and artifacts</li> <li>Classroom and school observations</li> <li>KDE School/District Report Cards</li> </ul>	2
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>Stakeholder survey results</li> <li>Student performance data</li> <li>Stakeholder interviews</li> <li>2012 KDE Leadership Assessment</li> <li>Executive summary</li> <li>District Improvement Plan</li> <li>Superintendent's presentation</li> <li>Review of documents and artifacts</li> <li>Classroom and school observations</li> <li>KDE School/District Report Cards</li> </ul>	1

Indicator	Opportunity for Improvement
5.1	<b>Review and revise the current assessment system to ensure 1) data from multiple assessment measures are included, 2) assessments include both standardized and locally developed measures, 3) consistent measurement across all classrooms, courses, and educational programs, 4) the use of bias free and reliable assessments. The assessment system should regularly and systematically be evaluated for reliability and effectiveness in improving student learning and the conditions that support student learning.</b>
<b>Rationale</b>	

## Student Performance Data:

- School Report Card Data (noted below) suggests that system leaders are not using data generated from a comprehensive assessment system to guide continuous improvement and maximize student success.
  - According to the 2013 District Report Card, the overall district percentile rank among Kentucky School Districts dropped from 18<sup>th</sup> in 2012 to 4<sup>th</sup> in 2013.
  - According to the Caverna High School Report Card, students made progress in some content areas between 2012 and 2013, while progress in other areas was weak. The current score in each content area still lags behind the state average of students scoring Proficient/Distinguished with the exception of math, which showed a tremendous gain. In social studies the district average of Proficient/Distinguished students is 43% below the state average. A large percentage of students remain in the Novice/Apprentice categories in all content areas.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice	2012 School % Proficient & Distng	2013 School % Proficient & Distng	2013 State % Proficient & Distng
Reading	70.7	54.3	44.2	29.3	45.7	55.8
Math	68.3	33.3	64	31.7	66.7	36.0
Science	92.7	75.0	63.7	7.3	25.0	36.3
Social St	92.0	91.7	48.7	8.0	8.3	51.3
Writing	74.7	64.7	51.8	25.3	35.3	48.2
Language Mechanics	72.8	71.2	48.6	27.3	28.9	51.4

## Stakeholder Survey Data:

- The survey data referenced below offers support to the fact that the school collects data from a variety of sources such as EPAS data, state assessment data, and MAP assessment data. However, there is a lack of evidence indicating appropriate use of this data to inform district and school decision-making and drive the improvement planning process.

- 84% of staff agree or strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
- 74% of staff surveyed agree or strongly agree with the statement, "Our school employs consistent assessment measures across classrooms and courses."
- According to a district administered survey, 60% of staff agree or strongly with the statement, "Guidelines and protocols have been established and utilized to assist building assessment coordinators and school leadership to adhere to all state assessment guidelines and provide a smooth, organized assessment environment."

Stakeholder interviews, document and artifact review:

- According to stakeholder interviews, student scores on state assessments are disaggregated and discussed with principals. One particular concern is that although state scores were received in the fall of 2013 and comprehensive improvement plans have been developed for the current school year, the superintendent and central office staff were unable to explain why scores at the district level had dropped.
- Stakeholder interviews revealed that no formal plan has been developed specifically for helping the high school increase student achievement, indicating that although the district is receiving student assessment data from a variety of sources, use of this data is limited.
- The superintendent indicated that the current writing process is being changed as a result of reviewing assessment data. Interviews indicated that writing has been a topic at District Leadership Team meetings. However, a specific plan for improving instruction in writing has not been developed.

Indicator	Opportunity for Improvement
5.4	<b>Develop policies and procedures that clearly define and describe a process for analyzing data that determine verifiable improvement in student learning. Ensure that school personnel systematically and consistently use the results of this analysis to design, implement, and evaluate the effectiveness of continuous improvement action plans including readiness for and success at the next level.</b>
<b>Rationale</b>	

Student Performance Data:

- Student performance data does not suggest that the district is adequately preparing students for next level success, including college and career readiness. Based on 2013 School Report Card data:

Content Area	% of 11 <sup>th</sup> grade students at Caverna High School meeting ACT benchmarks	% of 11 <sup>th</sup> graders across the state meeting ACT benchmarks
English	24.3	53.1
Math	13.5	39.6
Reading	21.6	44.2

- Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers. This decline may suggest possible deficiencies with regard to 1) pacing or rigor in academic courses, 2) high expectations in instruction and assessment, 3) vertical and horizontal curriculum development, 4) effective formative assessment practices that guide modification in instruction or curriculum, 5) monitoring and supervision of instructional quality, etc.

	<b>READING</b> PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		<b>MATH</b> PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	Caverna High School	Kentucky	Caverna High School	Kentucky
2013	45.9	56.9	43.2	57.3
2012	57.4	59.0	61.7	57.9

- 2013 reading achievement data is of particular concern. 46% of students performed at Proficient and Distinguished levels in reading, while 54% of students performed at Novice and Apprentice levels. While the percentage of students performing at Novice and Apprentice levels has declined to 33% in math, the percentage of students performing at Novice and Apprentice levels in other subjects remains high (science 75%, social studies 92%, biology 77%).

#### Stakeholder Survey Data:

- Although the following survey data indicates that staff and students are satisfied to some degree that the school uses data to monitor student readiness and success at the next level, student performance data does not provide evidence of this practice in the district.
  - 89% of staff agree or strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
  - 79% of staff agree or strongly agree with the statement, "Our school leaders monitor data related to student achievement."
  - 67% of students agree or strongly agree with the statement, "My school prepares me for success in the next school year."

#### Stakeholder interviews, document and artifact review:

- According to the superintendent interview, there is no formal process to determine verifiable improvement in student learning, including readiness for and success at the next level. The superintendent did indicate that discussions are being held regarding this topic, but no formal process is in place.

## Part II: Conclusion

### Summary of Diagnostic Review Team Activities:

- The Caverna Independent District Diagnostic Review Team was composed of 6 educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.
- On the first day of the review, the superintendent and other district administrators made a formal presentation about district improvement planning as well as the improvement initiatives at the priority school (Caverna High School), the superintendent's response to the 2012 KDE Leadership Assessment, and future plans (i.e., participation in the Race To The Top Grant secured by the Green River Educational Cooperative).
- Caverna Independent staff completed the Self-Assessment, Executive Summary, and provided the Diagnostic Review Team with the required documents and artifacts.
- Caverna High School also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. However, since the number of parent surveys did not meet the minimum response rate of 20% of school households, this data was not used in the team's analysis.
- The Diagnostic Review team was also guided by classroom observation data from Caverna High School collected by the Caverna High School Diagnostic Review Team.
- In addition to meeting, examining artifacts and documents, and conducting interviews at the district offices, the team visited Caverna High School on February 11.
- Although there were some exceptions, administrators, staff, and board members were reserved and cautious in their interviews with the team. Some stakeholders indicated that it was difficult for them to speak openly and honestly for fear of retaliation by the superintendent and district staff. Some indicated that district leadership had demoted an individual who had spoken openly and honestly in the previous Leadership Assessment process. The superintendent stated in an interview during the Diagnostic Review that the principals were giving "bad information" to the team, and that he would "take care of them" after the team left the district.
- In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

- The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
Board of Education Members	5
School and District Administrators and Leaders*	11
Teachers and staff	4
Parents and Community Members	5
TOTAL	25

\*includes Educational Recovery Staff

- The Diagnostic Review team met virtually on January 24, 2014 to begin a preliminary examination of institution's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in Bowling Green, Kentucky on February 9, 2013 to begin their work and concluded on February 12, 2014.
- Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

### Report on Standards:

A review of the evidence gathered by the team to determine ratings for standards and indicators, as well as the Opportunities for Improvement and Improvement Priorities reveals the following recurring themes:

- **The district administration does not value, expect, or support the existence of an inclusive and collaborative culture that fosters stakeholder engagement, transparency, or that recognizes the importance of building a shared sense of ownership and responsibility among parents, teachers, administrators, board members, etc. for the district's success in preparing all students for college and careers.**
  - The revision of the district vision and mission that occurred earlier this year was led by the superintendent's administrative assistant and included only members of the District Leadership Team. Though these formal statements were later approved by the board of education, there is no evidence that board members were involved in their development.
  - Evidence of the existence of transparent processes that permit open dialogue among stakeholders with regard to district budgeting, staffing, the allocation of resources, reviewing/revising board policies, setting goals for improvement, establishing a strategic resource management plan, etc. is not apparent.
  - The district has developed a Comprehensive District Improvement Plan that includes goals and strategies for improvement. It is not apparent that the plan was developed through an inclusive process that involved representatives from all stakeholder groups and the board of education in a meaningful way. There is no evidence that the plan is being implemented with fidelity or being continuously evaluated for its effectiveness in improving student performance, learning conditions, etc. Some interviews and

documentation suggest that the district improvement plan is a compliance-driven process only.

- Evidence is very limited that the district leadership has established processes and practices that expect, encourage, and support engagement of stakeholders, including teachers, administrators, parents, students, and the broader community in the accomplishment of the district's purpose and direction. Opportunities for stakeholders to engage in shared decision-making, provide feedback to board or district leadership, or serve in meaningful leadership roles is limited. Evidence that the district leadership is proactive and persistent in efforts to create active stakeholder participation, positive engagement in the district and its schools, and a sense of ownership and responsibility in the success of the district among stakeholders is also very limited.
- **The extent to which the school district has set high expectations for itself, staff, and students is not apparent.**
  - Stakeholder interviews, review of documents and artifacts, student performance data, and classroom observations do not reveal the existence of a culture of high expectations for district staff and students. Without question, some "islands of excellence" exist at Caverna High School as evidenced by significant improvement in student performance last year, especially in math. However, classroom observations generally indicated an absence of high expectations. For example, instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident in only 17% of classrooms.
  - Survey data is mixed with regard to the existence of high expectations. For example, 63% of staff agree or strongly agree with the statement, "Our school's leaders hold themselves accountable for student learning," and 53% also indicated that they agree or strongly agree with the statement, "Our school leaders hold all staff members accountable for student learning." These results indicate that nearly 50% of the staff do not perceive that these conditions exist in the school.
  - Nearly all stakeholders interviewed by the team discussed significant shifts in the student demographics of the school district (the percentage of students receiving meals assistance, a large number of second language learners, an increasing number of transient students, etc.); however, no interviewees indicated how the district was responding to these changing needs of students and the community.
  - The district has recently revised its formal guiding statements of vision and mission:
    - Mission: Caverna Independent School District endeavors to provide a quality education that prepares students to be productive College and Career ready citizens.
    - Vision: Committed Individuals Striving to create a better future: every student, every classroom, and every day.
  - Use of the word "endeavors" and "striving," as opposed to simply "will," does not suggest a commitment to high expectations for the district, staff, and students.

- **The existence of processes, policies, and practices that provide consistent oversight, monitoring, evaluation and supervision are not apparent. Procedures for monitoring the effectiveness of instruction, building cleanliness, activities of professional learning communities, formative/interim assessment data, effectiveness of professional development, etc. are not apparent.**
  - Based on an examination of documents and interviews, the board of education is not providing consistent monitoring and oversight of system effectiveness and operations. Some board members indicated that they did not ask questions of district staff and superintendent because they preferred to “leave it to the experts.”
  - The existence of consistent monitoring, evaluation, and supervision processes that are used to guide and inform continuous improvement are not apparent. These processes appear to be compliance-driven as opposed to results-driven efforts focused on improving student performance and building teacher instructional capacity. For example, district walkthrough data does not suggest the process is implemented consistently or on a regular schedule. How the walkthrough data is used to provide feedback to teachers and administrators to help improve practice or as a source of data for designing professional development or to direct the activities of PLCs is not apparent.
  - It should be noted that some school and district leaders are participating in the KDE Professional Growth and Evaluation System training.
- **Evidence that the district has created effective communications systems, i.e., print and electronic media, to convey information to internal or external stakeholders is very limited.**
  - It was not evident that print and electronic communications are consistently used to convey high expectations of the school district, celebrate achievements, communicate the district’s purpose and direction, and provide information about student and school improvement efforts. A district Communications Plan has been developed by the high school principal as part of a class assignment. Evidence that the plan is being implemented is limited.
- **The degree to which the district is authentically engaged in results-driven continuous improvement is very limited.**
  - Processes the district uses to ensure the collection, analysis, and use of data to guide and inform decision-making at all levels of the district are not apparent. For example, processes that ensure data is used to align, adjust, and modify instruction or curriculum are not apparent. 58% of staff indicated that they agreed or strongly agreed with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills”, suggesting that nearly half the staff do not perceive that this important condition exists. 33% of students indicated that they agreed or strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that the majority of students do not perceive that instructional approaches are modified to meet their needs.



**Report on Learning Environment:****ELEOT Findings from Caverna High School**

During the on-site review, members of the Caverna High School Diagnostic Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

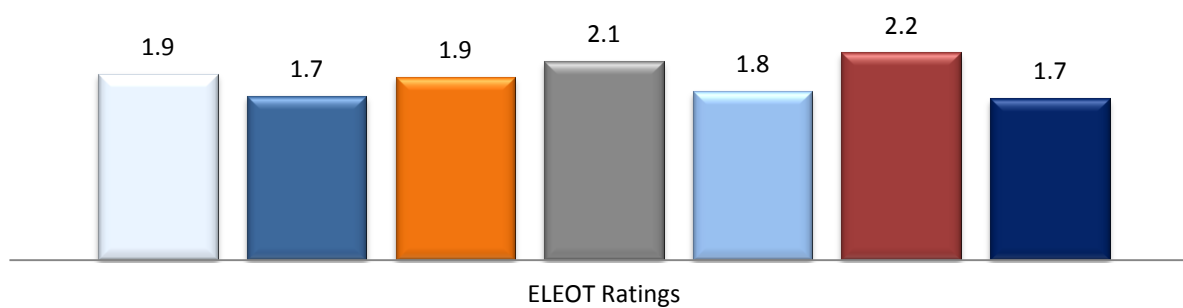
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 18 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the district. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

Both Diagnostic Review teams (the Caverna District Diagnostic Review Team and Caverna High School Diagnostic Review Team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

## Overall ELEOT Rating

- A. Equitable Learning    ■ B. High Expectations    ■ C. Supportive Learning  
■ D. Active Learning    ■ E. Progress Monitoring    ■ F. Well-Managed Learning  
■ G. Digital Learning



**A. Equitable Learning Environment**

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	2.2	Has differentiated learning opportunities and activities that meet her/his needs	47%	16%	11%	26%
A.2	2.4	Has equal access to classroom discussions, activities, resources, technology, and support	17%	44%	22%	17%
A.3	2.0	Knows that rules and consequences are fair, clear, and consistently applied	39%	28%	28%	6%
A.4	1.2	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	78%	22%	0%	0%
Overall rating on a 4 point scale:			1.9			

**Equitable Learning Environment Analysis**

- Classroom observations revealed that differentiated instruction was evident/very evident in 37% of classrooms. Differentiation occurred through the variety of assignments or instructional activities that students could choose from in some classrooms.
- Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were very seldom in evidence. Most classroom discussions were teacher-centered and teacher-directed. Opportunities for students to engage in collaborative discussions or reflections were infrequent.

<b>B. High Expectations</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
B.1	<b>1.9</b>	Knows and strives to meet the high expectations established by the teacher	39%	33%	22%	6%
B.2	<b>2.0</b>	Is tasked with activities and learning that are challenging but attainable	39%	28%	28%	6%
B.3	<b>1.4</b>	Is provided exemplars of high quality work	72%	17%	11%	0%
B.4	<b>1.6</b>	Is engaged in rigorous coursework, discussions, and/or tasks	56%	28%	17%	0%
B.5	<b>1.6</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	56%	28%	17%	0%
<b>Overall rating on a 4 point scale:</b>		<b>1.7</b>				

### High Expectations Learning Environment Analysis

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets were lower level ("identify," "list," etc.)
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.

**C. Supporting Learning**

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	1.9	Demonstrates or expresses that learning experiences are positive	44%	22%	33%	0%
C.2	1.9	Demonstrates positive attitude about the classroom and learning	39%	33%	28%	0%
C.3	1.9	Takes risks in learning (without fear of negative feedback)	50%	11%	39%	0%
C.4	2.2	Is provided support and assistance to understand content and accomplish tasks	33%	28%	28%	11%
C.5	1.7	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	56%	17%	28%	0%
<b>Overall rating on a 4 point scale:</b>		<b>1.9</b>				

**Supportive Learning Environment Analysis**

- The description related to students demonstrating a positive attitude about the classroom and learning was rated 1.9. Observers noted that students were compliant to teacher instructions and directions. Instances of off-task behavior may be attributed to inconsistent, unclear, or low teacher expectations.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident in 28% of classrooms. The heavy reliance on teacher-centered, whole group instruction does not allow specific or individualized feedback for improvement.

<b>D. Active Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
D.1	<b>2.1</b>	Has several opportunities to engage in discussions with teacher and other students	33%	33%	28%	6%
D.2	<b>2.0</b>	Makes connections from content to real-life experiences	42%	32%	11%	16%
D.3	<b>2.2</b>	Is actively engaged in the learning activities	28%	39%	22%	11%
<b>Overall rating on a 4 point scale:</b>		<b>2.1</b>				

### Active Learning Environment Analysis

- Instances in which students were actively and authentically engaged in their learning (e.g., applying information, comparing new learning with real life, or problem solving) were quite limited.
- All Caverna High School students have iPads; however, students were not observed using the iPads to engage in personalized learning activities, perform research, or as learning tools and resources.

**E. Progress Monitoring**

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	1.8	Is asked and/or quizzed about individual progress/learning	44%	33%	22%	0%
E.2	1.7	Responds to teacher feedback to improve understanding	53%	26%	21%	0%
E.3	1.8	Demonstrates or verbalizes understanding of the lesson/content	39%	44%	17%	0%
E.4	1.9	Understands how her/his work is assessed	44%	22%	28%	6%
E.5	1.6	Has opportunities to revise/improve work based on feedback	58%	21%	21%	0%
<b>Overall rating on a 4 point scale:</b>			<b>1.8</b>			

**Progress Monitoring Learning Environment Analysis**

- Instances in which students were provided rubrics, answered questions about progress from the teacher, reviewed exemplars, or were given opportunities to revise work based on teacher feedback were infrequent.

<b>F. Well-Managed Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
F.1	<b>2.8</b>	Speaks and interacts respectfully with teacher(s) and peers	6%	28%	50%	17%
F.2	<b>2.4</b>	Follows classroom rules and works well with others	16%	37%	42%	5%
F.3	<b>1.8</b>	Transitions smoothly and efficiently to activities	50%	28%	17%	6%
F.4	<b>1.7</b>	Collaborates with other students during student-centered activities	67%	6%	17%	11%
F.5	<b>2.2</b>	Knows classroom routines, behavioral expectations and consequences	22%	39%	39%	0%
<b>Overall rating on a 4 point scale:</b>			<b>2.2</b>			

### Well-Managed Learning Environment Analysis

- Students were generally well-behaved in classrooms and public areas.
- Observers noted a high degree of compliant behavior in classrooms (e.g., following teacher directions, observing classroom routines, interacting respectfully with teachers and peers).
- Off-task and/or distracting student behavior during classroom discussions resulted from ineffective teacher questioning techniques (e.g., use of wait time). In some instances, classroom discussions involved only one or two students from the entire class.



<b>G. Digital Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
G.1	<b>2.0</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	56%	6%	22%	17%
G.2	<b>1.6</b>	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	67%	17%	6%	11%
G.3	<b>1.4</b>	Uses digital tools/technology to communicate and work collaboratively for learning	78%	6%	11%	6%
<b>Overall rating on a 4 point scale:</b>		<b>1.7</b>				

### Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of the seven environments, 1.7 on a 4 point scale.
- Observers noted few instances where teachers asked students to use their iPads as learning tools or to individualize or differentiate learning.
- SMART Boards, which were in many classrooms, were frequently used to project teacher products such PowerPoints, rather than to promote student use of technology.

## Improvement Priorities

Indicator	Improvement Priority
1.2	Design and implement policies and practices that will ensure each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.
Rationale	

Stakeholder interviews, document and artifact review:

- Interviews and review of artifacts and documents did not reveal that policies and procedures exist that outline expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of formal statements of purpose and direction for student success.
- There was no evidence that district personnel monitor and maintain data about each school and provide feedback and training to improve the process of reviewing, revising, and communicating the schools' formal statements of purpose and direction.

Indicator	Improvement Priority
1.3	Develop a formal statement of shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.
Rationale	

Stakeholder interviews, document and artifact review:

- The superintendent stated that the recent revision of the district's formal statement of purpose and direction did not include the creation or revision of shared values and beliefs about teaching and learning.
- The district has developed a document detailing expectations for classroom instruction specifically focusing on learning targets, academic rigor, use of rubrics, and assessments. This document does not represent a formal statement of shared values and beliefs about teaching and learning or a formal commitment to providing challenging educational programs and learning experiences.

Indicator	Improvement Priority
2.1	<b>Develop a process for the District Leadership Team and the School Board to collaboratively and systematically review and revise the district mission/vision and to then align district policies to support the purpose and direction of the district. Policy review priorities should include, but not be limited to the areas of: 1) budgeting and fiscal management, 2) professional development, 3) monitoring of effective instruction and assessment practices to ensure equitable and challenging learning experiences for all students, and 4) long-range strategic resource management and planning. Ensure that revisions are well communicated to all stakeholders, and that they are monitored and evaluated for their effectiveness in improving student achievement.</b>
<b>Rationale</b>	

## Student Performance Data:

- District performance data suggests deficiencies with district processes, practices, and policies that address academic rigor, critical/higher-order thinking, horizontal and vertical curriculum alignment, monitoring and supervision of instructional quality, improvement in the professional practice of teachers, administrators, and other staff, and the use of formative assessment data to drive decision-making.
  - Improvements at Caverna High School between 2012 and 2013 are reflected in an 11.2 point increase in Overall Accountability Performance, its Kentucky percentile ranking increasing from the third percentile to the thirty-fifth percentile, improvement in performance gap, an increase in the number of students demonstrating college and career readiness, and a higher graduation rate.
  - As illustrated in the chart below, Caverna High School's 2012 and 2013 school report cards indicate significant improvement in achievement. The percentage of students performing at Novice level declined in reading, science, and writing. The percentage of students performing at Novice and Apprentice levels in math declined by over 35% between 2012 and 2013. Similarly, the percentage of students performing at Proficient and Distinguished levels increased in reading, science, and writing. Students performing at Proficient and Distinguished levels in math increased by 35% between 2012 and 2013.

	2012 Caverna HS % Novice & Apprentice	2013 Caverna HS % Novice & Apprentice	2013 Kentucky % Novice & Apprentice	2012 Caverna HS % Proficient & Distng	2013 Caverna HS % Proficient & Distng	2013 Kentucky % Proficient & Distng
Reading	70.7	54.3	44.2	29.3	45.7	55.8
Math	68.3	33.3	64	31.7	66.7	36.0
Science	92.7	75.0	63.7	7.3	25.0	36.3
Social St	92.0	91.7	48.7	8.0	8.3	51.3
Writing	74.7	64.7	51.8	25.3	35.3	48.2
Language Mechanics	72.8	71.2	48.6	27.3	28.9	51.4

- As illustrated in the chart below, student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013. Modest improvement in ACT performance opposed to more significant improvement in other assessment areas may suggest a lack of academic rigor, ineffective curriculum alignment, the absence of monitoring and supervision of curriculum and instructional quality, inherent weakness in the approaches used to deliver professional development to teachers and staff, or a lack of ownership of student and school success by teachers, parents, students, and other stakeholders.

	ENGLISH		MATH		READING		SCIENCE		COMPOSITE	
	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY
2013	15.5	18.4	16.7	18.9	17.5	19.4	16.6	19.5	16.7	19.2
2012	15.2	18.4	16.8	18.8	16.7	19.0	16.0	19.1	16.3	19.0

## District Performance Data:

- While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.
- Student Growth Percentile, which measures typical or higher academic growth, declined across the school system between 2012 and 2013. Growth percentages were well below the state average for typical or higher growth.

## Classroom Observation Data:

- Classroom observation data does not suggest that the school district has established policies and supports practices for monitoring conditions that support student learning, effective instruction, and assessment; produce equitable and challenging learning experiences for all students; and ensure professional growth for all staff.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to "identify" or "list").

- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing),” were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.
- Instances in which students were actively engaged in learning activities were evident/very evident in 33% of classrooms.
- Instances in which students demonstrated or verbalized an understanding of the lesson or content were evident in 17% of classrooms and very evident in no classrooms.

#### Stakeholder Survey Data:

- Staff surveys do not reflect the systematic implementation of policy-driven practices to promote conditions that support student learning, effective instruction, and assessment and that produce equitable and challenging learning experiences for all students. Key indicators from the staff survey include the following:
  - 47.37% of respondents agree or strongly agree that school leaders “engage effectively with all stakeholders regarding the school’s purpose and direction,” suggesting that there is not systematic communication with stakeholders regarding the mission/vision that supports the work.
  - 52.63% of respondents agree or strongly agree that school leaders “ensure all staff members use supervisory feedback to improve student learning,” suggesting the absence of systematic policies and procedures for personnel evaluation and professional growth.
  - 42.11% of respondents agree or strongly agree that “all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting the absence of expectations or processes that ensure instruction is adjusted or modified based on student need as reflected in assessment data.
- Student surveys show similar results. Key indicators from the student survey include the following:
  - 41.61% of students agree or strongly agree that “in my school, the building and grounds are safe, clean, and provide a healthy place for learning,” suggesting the absence of effective systems to ensure adequate maintenance of facilities.
  - 51.68% of students agree or strongly agree that “in my school, computers are up-to-date and used by teachers to help me learn,” suggesting that maintenance and replacement schedules are not implemented systematically.

## Stakeholder interviews, document and artifact review:

- Interviews indicate that the new mission statement was developed with involvement from primarily internal district staff and the District Leadership Team.
- While a district communication plan exists, the degree to which it is being implemented and used to communicate or promote the new vision statement to the broader community is not apparent.
- The Superintendent stated in interviews that the Board decided against constructing a strategic plan or long range financial resources plan because it is too large of an undertaking.
- Review of district policies in relation to normative areas of operations and related follow-up interviews yielded an absence of systems, processes, and consistent practices, i.e., budget and staffing.
- Curriculum development, including horizontal and vertical alignment, appears to be left to the building principals to carry out independent of any support or direction from the district staff.
- Communications between the school and district appears to rely upon informal interaction and individual negotiations, particularly with regard to budgeting and funding. Although principals report to the Board regularly, the extent to which their reports include unmet needs for equipment, materials, staff, etc., is not apparent.
- There was an expressed lack of urgency on the part of some district personnel, who asserted that the smallness of district eliminated the necessity for the creation and use of formal processes.
- Some district personnel provided conflicting information regarding the very existence of improvement initiatives. For example, the Superintendent's presentation indicated that there were seven "Improvement Initiatives" currently being implemented at Caverna High School. While some of these initiatives may have been implemented in the past, three are not currently being implemented:
  - The Reading Lab was discontinued last year due to staffing cuts. The Math Lab still exists.
  - Thoughtful Classrooms, or Thoughtful Ed strategies, are not being implemented this year.
  - Use of Learning Style Inventories is not being implemented this year.

Indicator	Improvement Priority
2.2	<b>Design and implement a process whereby the Board of Education 1) defines its roles and responsibilities, 2) evaluates its decision and actions, and 3) participates in formal professional development that includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.</b>
<b>Rationale</b>	

## Student Performance Data:

- District performance data suggests deficiencies with district processes, practices, and policies that set high expectations, provide support and assistance, and monitor and evaluate the effectiveness of the district and its schools in providing quality educational programs for students.
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013. 2012 and 2013 District Report Cards indicate a significant drop in performance within the district during the last two years based on a comparison of the percentage of students performing at Novice and Apprentice versus Proficient and Distinguished levels. Student performance across the district is significantly below state averages.
  - Student Growth Percentile, which measures typical or higher academic growth, declined across the school system between 2012 and 2013. Growth percentages were also well below the state average for typical or higher annual growth.

## Classroom Observation Data:

- Observation data points to the absence of effective practices or systems to ensure equitable and challenging instruction in all classrooms, i.e., supervision, evaluation, monitoring, and professional development practices.
  - Classroom observations revealed that differentiated instruction was evident/very evident in 37% of classrooms. Differentiation occurred through the variety of assignments or instructional activities that students could choose from in some classrooms.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms. Learning targets were posted in very few classrooms. Observers noted that the established learning targets produced mostly lower levels of rigor (e.g., prompting students to "identify" or "list").
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing)," were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.
  - Instances in which students were actively engaged in learning activities were evident/very evident in 33% of classrooms.
  - Instances in which students demonstrated or verbalized an understanding of the lesson or content were evident in 17% of classrooms and very evident in no classrooms.

## Stakeholder Survey Data:

- Survey results generally reflect dissatisfaction with the governing body.
  - 52.64% of respondents agree or strongly agree that, “Our school's governing body or school board complies with all policies, procedures, laws, and regulations,” suggesting that only half of the staff perceive the school board is operating even at a compliance level.
  - 42.11% of respondents agree or strongly agree that, “Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership,” suggesting that the board is perceived by a majority of staff as not protecting and supporting building-level autonomy.

## Stakeholder interviews, document and artifact review:

- Interviews with board members indicate that most responsibilities have been transferred to the district administration with little oversight by the school board. Meeting minutes reflect extremely short meetings with little discussion of critical action.
- There is little evidence of formal communication between the board and the superintendent regarding the progress of the high school. Board members were not familiar with details concerning the CCR outcomes or the most recent round of stakeholder surveys. Several board members expressed regret for not being better informed.
- The superintendent indicated that to his knowledge the school board had not established a single board policy beyond the policies received by subscription through KSBA.
- The extent to which the board of education has established high expectations for students, staff, quality of instructional programs, maintenance of facilities, etc., appears to be low based on interviews and review of documents. In all interviews with board of education members, the socio-economic circumstances of the students of the district, particularly the students residing in the motels located in Cave City and Horse Cave, were highlighted as the reason for the district’s low performance. This same narrative was repeatedly shared with the team by district administration, including the Superintendent. No interviewees indicated what changes had been made in the school district to response to these changes in the community.
- District administration shared that the district was losing \$300,000.00 per year. Board members never mentioned this issue and there was no evidence that the board was involved in any dialogue regarding options to address the shortfall, even though the district’s policy to maintain expensive programming, such as full-day kindergarten, football, and a sizeable bus fleet are clearly board responsibilities. A communication between the finance director and principals indicated that the principals were being asked to solve this problem without board involvement.
- The Superintendent indicated that the board has declined to create a long term resource management plan because it would be too time-consuming.



- In interviews with school board members, data from CCR and student surveys was shared that were indicative of the deficiencies within the district that precipitated this Diagnostic Review. School board members were generally not aware of this data and communicated that they did not stay informed as they should, trusting educational matters to the “educators,” which appears to be indicative of a breakdown in collective accountability for student, school, and district success.

Indicator	Improvement Priority
2.5	<b>Develop and implement new strategies to more meaningfully engage parents, teachers and community members in support of the district’s purpose and direction for improving student success by 1) providing opportunities for stakeholders to shape decisions, 2) providing feedback to district and school leaders, 3) working collaboratively on district and school improvement efforts, and 4) serving in meaningful leadership roles.</b>
<b>Rationale</b>	

#### Student Performance Data:

- District performance data does not suggest that the board of education and district leadership have developed a culture leading to shared ownership, sense of responsibility, and collective accountability for the success of the district and its schools. Evidence of systematic processes to engage stakeholder groups in the district’s purpose and direction for improving student performance leading to college and career readiness for all students is very limited.
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district’s elementary and middle school achievement declined significantly. Caverna Independent’s overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district’s percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

#### Stakeholder Survey Data:

- Survey data suggest that parents and students are not fully engaged as partners with teachers and school leaders in the accomplishment of the board of education’s purpose and direction for improving student learning.
- Only 15 parents completed the survey. Therefore, the parent survey data is not used in this report as the minimum response rate of 20% of households was not met.
  - 49% of students indicated that they agree or strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning,” suggesting that almost half of the students do not perceive that there are opportunities for their families to be involved.

- 43% of students indicated in surveys that they agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress,” suggesting that the majority of student do not perceive that teachers keep their families informed of student progress.
- 51% of students indicated that they agree or strongly agree with the statement, “My school shares information about school success with my family and community members,” suggesting that nearly half of the students do not perceive that this information is shared.
- 44% of students indicated that they agree or strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school,” suggesting that the majority of students do not perceive this condition exist in the school, and further suggesting that the existence of a collaborative culture does not extend to students.  
47% of staff indicated that they agree or strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction,” suggesting that about half of the staff do not perceive that this type of engagement exists.
- 42% of staff indicated in surveys that they agree or strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress,” suggesting that over half of the staff do not perceive that this practice is systematically implemented.

Stakeholder interviews/ review of documents and artifacts:

- Interviews and review of documents and artifacts did not reveal the existence of parent, student, community, teacher advisory committees, panels, organizations that meet regularly for the purpose of engaging in conversations with district leadership about school and district programs, services, effectiveness, improvement planning, etc.
- The Superintendent indicated that public input was allowed at board meetings.

Indicator	Improvement Priority
2.6	<b>Develop and implement new practices and policies that focus the supervision, evaluation and monitoring criteria and process on the improvement of professional practice. Ensure that supervision, evaluation and monitoring processes are evaluated regularly to determine their effectiveness in helping drive improvement in professional practice.</b>
<b>Rationale</b>	

Student Performance Data:

- District performance data strongly suggests that proper implementation of a supervision/evaluation system is not occurring.
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district’s elementary and middle school achievement declined significantly. Caverna Independent’s overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district’s percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

## Classroom Observation Data:

- Similarly, classroom observation data does not suggest that the district has established effective process for monitoring, evaluation or supervision of instructional effectiveness.
  - Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were very seldom in evidence. Most classroom discussions were teacher-centered and teacher directed. Opportunities for students to engage in collaborative discussions or reflections were very infrequent.
  - Instances in which students were provided rubrics, answered questions about progress from the teacher, reviewed exemplars, or were given opportunities to revise work based on teacher feedback were infrequent.
  - The Digital Learning Environment received the lowest rating of all seven environments, 1.7 on a 4 point scale.
  - Observers noted few instances in which teachers had students use their iPads as learning tools or to individualize/differentiate learning.
  - SMART Boards, which were in many classrooms, were frequently used to project teacher products such PowerPoints, rather than to promote student use of technology.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 28% of classrooms.
  - Learning targets were posted in very few classrooms. Observers noted that the established learning targets were lower level ("identify," "list," etc.)
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in only 17% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing), were evident in only 17% of classrooms. This data suggests that the school has not fully established a high expectations environment.

## Stakeholder Survey Data:

- Stakeholder surveys do not reflect the implementation of a supervision and evaluation process to adjust instruction and ensure student learning.
- Key indicators from the staff survey include the following:
  - 42.11% of respondents agree or strongly agree that "all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice," suggesting that a culture to support the use of evaluative data to shape student learning does not exist.
  - 53% of staff indicated in surveys that they agree or strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning", suggesting that about half of the staff do not perceive that this effective practice is systematic in the school.
  - 63% of staff indicated that they agree or strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and

learning”, suggesting that about one-third of staff do not perceive that regular evaluation is taking place.

Stakeholder Interviews, document and artifact review:

- The review of certified evaluations and walkthrough data did not reveal evidence of proper implementation. For example, the principal’s evaluations were comprised primarily of check marks and declarative statements (e.g., “Good Job!”). There was no meaningful feedback to inform professional growth, even as district performance outcomes are poor.

Indicator	Improvement Priority
3.1	<b>Create and implement new strategies that will ensure that curriculum and learning experiences in each course/class across the district provide students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills leading success at the next level.</b>
<b>Rationale</b>	

School Performance Data:

- Performance data does not suggest that the district has developed policies and procedures that ensure all students have equitable and challenging learning experiences that ensure their success at the next level.
  - Improvements at Caverna High School between 2012 and 2013 are reflected in an 11.2 point increase in Overall Accountability Performance, its Kentucky percentile ranking increasing from the third percentile to the thirty-fifth percentile, improvement in performance gap, an increase in the number of students demonstrating college and career readiness, and a higher graduation rate.
  - As illustrated in the chart below, 2012 and 2013 Caverna High School Report Cards indicate significant improvement in achievement. The percentage of students performing at the Novice level declined in reading, science, and writing. There was a 35% decline in the percentage of students performing at Novice and Apprentice levels in math between 2012 and 2013. Similarly, the percentage students performing at Proficient and Distinguished levels increased in reading, science, and writing. Students performing at Proficient and Distinguished levels in math increased by 35% between 2012 and 2013.

	2012 Caverna HS % Novice & Apprentice	2013 Caverna HS % Novice & Apprentice	2013 Kentucky % Novice & Apprentice	2012 Caverna HS % Proficient & Distng	2013 Caverna HS % Proficient & Distng	2013 Kentucky % Proficient & Distng
Reading	70.7	54.3	44.2	29.3	45.7	55.8
Math	68.3	33.3	64	31.7	66.7	36.0
Science	92.7	75.0	63.7	7.3	25.0	36.3
Social St	92.0	91.7	48.7	8.0	8.3	51.3
Writing	74.7	64.7	51.8	25.3	35.3	48.2
Language Mechanics	72.8	71.2	48.6	27.3	28.9	51.4

- As noted in the chart below, student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013.

	ENGLISH		MATH		READING		SCIENCE		COMPOSITE	
	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY	Caverna HS	KY
2013	15.5	18.4	16.7	18.9	17.5	19.4	16.6	19.5	16.7	19.2
2012	15.2	18.4	16.8	18.8	16.7	19.0	16.0	19.1	16.3	19.0

- Between 2012 and 2013 student performance improved significantly in most K-PREP End-of-Course assessments.
- Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers.
- 2013 reading achievement data is of particular concern. 46% of students performed at Proficient and Distinguished levels in reading, while 54% of students performed at Novice and Apprentice levels. While the percentage of students performing at Novice and Apprentice levels has declined to 33% in math, the percentage of students performing at Novice and Apprentice levels in other subjects remains high (science 75%, social studies 92%, biology 77%).

#### District Performance Data

- While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.
- Student Growth Percentile, which measures typical or higher academic growth, declined across the school system between 2012 and 2013. Growth percentages were well below the state average for typical or higher growth.
- District performance data suggests deficiencies with district processes, practices, and policies that set high expectations as well as provide support and assistance or monitor and evaluate the effectiveness of curriculum, instruction, and assessment practices in the schools.

## Stakeholder Survey Data:

- 36.84% of students agree or strongly agree with the statement, “Teachers in our school personalize instructional strategies and interventions to address individual learning needs of students,” suggesting that the majority of students do not feel that teachers individualize instruction.
- 56% of students agree or strongly agree with the statement, “My school provides learning services for me according to my needs.”

## Stakeholder interviews, document and artifact review:

- In interviews, stakeholders were unable to provide evidence that all students are provided challenging and equitable opportunities to develop learning skills, thinking skills, and life skills aligned with the system’s and school’s purpose.
- There is no district level leadership designated to lead and support curriculum and instruction at the school level.

Indicator	Improvement Priority
3.2	Develop a systematic process to monitor and adjust curriculum, instruction, and assessment and ensure vertical and horizontal curriculum alignment that uses data from multiple assessments of student learning and an examination of teachers’ professional practice.
Rationale	

## Student Performance Data:

- Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers. This decline may suggest possible deficiencies with regard to pacing or rigor in academic courses, vertical and horizontal curriculum development, or effective formative assessment practices that guide modification in instruction or curriculum.
- Evidence that the district supports the ongoing monitoring of pacing, rigor, curriculum alignment, and formative assessment is not apparent.

## Classroom Observation Data:

- Students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 28% of classrooms. The heavy reliance on teacher-centered whole group instruction did not allow the specific or individualized feedback for improvement.
- Students were engaged in rigorous coursework, discussions, and/or tasks in 17% of classrooms.
- Students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing) in 17% of classrooms.

## Stakeholder Survey Data:

- 42% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice”, suggesting that many teachers do not perceive that this effective practice is implemented systematically in the school.
- 53% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum”, suggesting that nearly half of the staff do not perceive that multiple assessments are used for this purpose.

## Stakeholder interviews, document and artifact review:

- High School curriculum maps were only available for English/Language Arts.
- The district does not have a position dedicated to support instructional effectiveness or curriculum development. The instructional supervisor position was eliminated in 2012, and the reassignment or redistribution of these responsibilities to others in the district is not apparent.
- According to artifact review and interviews, math is the only content area at the high school that has started using common assessments.
- Interviews and review of artifacts do not provide insight into the extent to which professional learning communities are consistently engaged in curriculum development, analysis of student formative assessment data, etc.
- According to stakeholder interviews, high school math teachers analyze data to inform instructional practices and to monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment.

Indicator	Improvement Priority
3.3	Establish and articulate a consistent and deliberate structure/method to plan and use instructional strategies that will ensure high levels of student engagement in learning such as student collaboration, self-reflection, problem-solving, conducting meaningful research, applying their learning to real life experiences and developing critical thinking skills, use of digital learning tools and resources, etc.
Rationale	

## Student Performance Data:

- As detailed elsewhere in this report, district performance data does not suggest that students are actively and authentically engaged in their learning.

## Classroom Observation Data:

- Students' active engagement in learning activities was evident/very evident in only 33% of classrooms.
- The Active Learning Environment received an overall rating of 2.1 on a 4 point scale.
- All Caverna High School students have iPads. However, students were not observed using the iPads to engage in personalized learning activities, perform research, or otherwise use iPads as learning tools and resources.

## Stakeholder Survey Data:

- 68% of staff agree or strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources," suggesting that a significant percentage of the staff do not perceive that this practice is consistent across the school.
- 33.55% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that the majority of students do not perceive that the practice of adapting or modifying instruction is systematically implemented in the school.

## Stakeholder interviews, document and artifact review:

- In interviews, stakeholders were unable to provide evidence, explain, or give examples of how teachers personalize or differentiate instructional strategies and interventions to address individual learning needs of groups of students when necessary.
- The District Policy Manual states that the One-to-One iPad Initiative (adopted/amended 7/11/13) would be "monitored on a regular basis." In interviews, various stakeholders expressed that there is no systematic plan to monitor the use of this initiative.
- According to stakeholder interviews, Thoughtful Ed curriculum was used in the past, but the staff is not currently implementing Thoughtful Ed strategies.
- According to stakeholder interviews and artifacts, there is a technology plan that states, "Beginning in the spring of 2013, PD will be provided to address implementing technology into everyday classroom curriculum." However, there is no evidence of implementation, monitoring tool or ways to evaluate the plan.
- Stakeholder interviews revealed that teacher knowledge of the effective use of iPads as instructional tools was limited.



Indicator	Improvement Priority
3.4	<b>Collaboratively establish and implement supervision and evaluation practices beyond classroom observation that district and school leaders will use to consistently monitor and support the improvement of instructional practices of teachers. Ensure that teachers are 1) using practices that are aligned to the school district's values and beliefs about teaching and learning, 2) teaching the approved curriculum, 3) directly engaged with all students in the oversight of their learning, 4) using content specific standards of practice.</b>
<b>Rationale</b>	

## Student Performance Data:

- Student performance data does not suggest that the school district has established effective policies and practices for the monitoring, supervision, and evaluation of instructional effectiveness focused on improvement in student performance.
  - Student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013.
  - Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers.
  - The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
  - Student performance at Proficient and Distinguished levels in the non-duplicated gap group on reading, science, social studies, and writing accountability exams was below the state average.

## Classroom Observation Data:

- Classroom observation data does not suggest that the school or district has established supervision, monitoring, and evaluation practices and procedures that ensure the consistent use of highly effective instructional strategies and intentional focus on delivery of an aligned curriculum.
  - The Equitable Learning Environment received an overall rating of 1.9 on a 4 point scale.
  - The High Expectations Environment received an overall rating of 1.7 on a 4 point scale.
  - The Supportive Learning Environment received an overall rating of 1.9 on a 4 point scale.
  - The Active Learning Environment received an overall rating of 2.1 on a 4 point scale.
  - The Progress Monitoring Environment received an overall rating of 1.8 on a 4 point scale.
  - The Well-Managed Environment received an overall rating of 2.2 on a 4 point scale.
  - The Digital Environment received an overall rating of 1.7 on a 4 point scale.

## Stakeholder Survey Data:

- 33.55% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs", suggesting that the majority of students do not perceive that this effective practice is consistently implemented across the school.

- 37% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students”, suggesting that the majority of staff does not perceive that this type of personalization exists.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews revealed that the Learning Styles Inventories are not being implemented.
- Although informal walkthroughs have been used in the past, they have been abandoned for this year. Walkthrough documentation does not suggest that the process is consistently used to monitor effectiveness, provide meaningful feedback, or guide professional development.
- Interviews and documentation do not reveal that district ensures the monitoring of instructional practices beyond classroom observations, i.e., review of unit/lesson plans, protocol for analyzing student work, formative assessment analysis, monitoring of professional learning community meetings, etc.

Indicator	Improvement Priority
3.6	<b>Develop, implement and monitor a district instructional process that 1) clearly informs students of learning expectations and standards of performance, 2) provides students exemplars of high quality work, 3) uses data from multiple measures, including formative assessments, to inform and modify instruction, 4) and provides students with specific and timely feedback about their learning. Document the collaborative development, implementation and monitoring of the school instructional process.</b>
<b>Rationale</b>	

Student Performance Data:

- Student performance data does not suggest that the district and school have established an instructional process which clearly communicates learning expectations to students, consistently utilizes formative assessments, and is being systematically implemented across the school.
  - While there were student achievement gains on accountability exams in reading, mathematics, science, and writing in 2013, the percentages of students performing at Proficient or Distinguished levels in reading, science, social studies, and writing were below the state average.
  - The percentage of students meeting ACT benchmarks in English, mathematics and reading decreased in 2013 in comparison to the percentage of students meeting benchmarks in 2012.
  - Student performance at Proficient and Distinguished levels in the non-duplicated gap group on reading, science, social studies, and writing accountability exams was below the state average.
  - In 2013, only 8.6% of students performed at Proficient or Distinguished levels on the U.S. History End-of-Course assessment.

## Classroom Observation Data:

- Observers noted minimal use of standards-based learning targets, formative assessments, differentiated instructional strategies, and use of data analysis to modify and adjust instruction.

## Stakeholder Survey Data:

- Student survey data suggests possible leverage points for improvement with the existence of an instructional process.
  - 57.9% of staff agree or strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance,” suggesting that about 40% of the staff do not perceive that that this practice is being systematically implemented across the school.
  - 52.63% of staff agree or strongly agree with the statement, “All teachers in our school use multiple assessments to modify instruction and to revise the curriculum,” suggesting that about half of the staff do not perceive that multiple assessments are used for these purposes.
  - 59.06% of students agree or strongly agree with the statement, “All of my teachers provide me with information about my learning and grades,” suggesting that roughly 40% of student do not agree that teachers share this type of information.
- Surveys suggest that staff members are inconsistent in the use of instructional practices and strategies to modify or change instruction.
  - 52.63% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”
  - 42.11% of staff agree or strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

## Stakeholder interviews, document and artifact review:

- In interviews, stakeholders were unable to communicate the district’s formal use of assessments to inform instruction.
- School interviews revealed limited understanding of an instructional process and use of formative assessment to modify and adjust instruction.

Indicator	Improvement Priority
3.7	<b>Develop a formal, collaborative process to establish mentoring, coaching and induction programs to support instructional improvement consistent with the district's values and beliefs about teaching and learning. Ensure that this program is well documented and monitored for effectiveness.</b>
<b>Rationale</b>	

## School Performance Data:

- Student performance data does not suggest that the school district has established mentoring, coaching, and induction programs which help convey the district's values and beliefs about teaching and learning, purpose and direction for improvement, and ensure the systematic implementation of highly effective instructional strategies in all classrooms and schools.
  - Improvements at Caverna High School between 2012 and 2013 are reflected in an 11.2 point increase in Overall Accountability Performance, its Kentucky percentile ranking increasing from the third percentile to the thirty-fifth percentile, improvement in performance gap, an increase in the number of students demonstrating college and career readiness, and a higher graduation rate.
  - Student performance on the ACT improved slightly between 2012 and 2013, with the exception of reading which increased from 16.7 in 2012 to 17.5 in 2013.
  - Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers.
  - 2013 reading achievement data is of particular concern. 46% of students performed at Proficient and Distinguished levels in reading, while 54% of students performed at Novice and Apprentice levels. While the percentage of students performing at Novice and Apprentice levels has declined to 33% in math, the percentage of students performing at Novice and Apprentice levels in other subjects remains high (science 75%, social studies 92%, biology 77%).
  - While student performance at Caverna High School improved overall between 2012 and 2013, assessment results indicate that the district's elementary and middle school achievement declined significantly. Caverna Independent's overall accountability performance was 49.5 in 2012 and dropped to 43.4 in 2013. The district's percentile ranking in Kentucky school districts also declined from the 18th percentile in 2012 to the 4th percentile in 2013, despite significant improvement in performance at the high school.

## Stakeholder Survey Data:

- Survey data suggests that the staff is satisfied with the existing procedures for coaching, mentoring, and induction. 68.42% of staff agree or strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
- 68% of staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

## Stakeholder interviews, document and artifact review:

- According to the stakeholder interviews and documentation there is no evidence to indicate there is mentoring done for teachers after their KTIP year.
- Stakeholder interviews indicated that the district held a new teachers' meeting at the central office prior to the start of the school year.
- Some stakeholders indicated in interviews that there are some teachers who are assigned to mentor other teachers, but there is no documentation outlining this process.
- Some stakeholders indicated that peer coaching between new and experienced teachers occurs on an informal basis.
- Other than the required Kentucky Teacher Internship Program (KTIP), an intentional framework that ensures district personnel are engaged in some type of mentoring and coaching is not apparent.

Indicator	Improvement Priority
3.8	<b>Using a collaborative process, design and implement an intentional plan to meaningfully engage parents in their children's education and keep them informed of progress. Ensure that the school reflects on the success of this plan and regularly evaluates its effectiveness in enhancing parent engagement and communications.</b>
Rationale	

## Stakeholder Survey Data:

- Survey data suggests that the majority of both staff and students do not perceive that effective practices that focus on family engagement exist in the school/district.
  - 42.11% of staff agree or strongly agree with the statement, "All school personnel regularly engage families in their children's learning progress."
  - 42.95% of students agree or strongly agree with the statement, "All my teachers keep my family informed of my academic progress."
  - 48.99% of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
- The number of parents taking the survey did not meet the minimum response rate of 20%. Accordingly, parent survey results are not included in this analysis.

## Stakeholder interviews, document and artifact review:

- Stakeholders indicated that the school held a "back to school night" earlier in the year in conjunction with a parent teacher conference activity.
- Instances in which parents are engaged in providing feedback to district leadership, participating in district improvement initiatives, or serving in meaningful leadership roles in the school district are not apparent.

- Some stakeholders indicated that many parents do not come to the school except for the two events listed above.
- The extent to which the school system issues regular communication to parents through print or electronic media is not apparent. The district website was not operating during the Diagnostic Review. One brochure has been printed this year that included general information about the school district such as revised mission and vision statement, Youth Service Center information, etc.

Indicator	Improvement Priority
3.10	<b>Design and implement a collaborative process to examine and revise grading and reporting policies and practices. Ensure that the revised policies require that grades are based on clearly defined criteria that represent the attainment of content knowledge and skills, and that grading is consistent across grade levels and courses.</b>
Rationale	

## Stakeholder Survey Data:

- 53% of staff agree or strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
- 59% of students agree or strongly agree with the statement, "All of my teachers provide me with information about my learning and grades."
- 43% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
- 60% of students agree or strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

## Stakeholder interviews, document and artifact review:

- Stakeholder interviews and documentation did not reveal that the district has established grading policies that ensure academic grades are based on content knowledge and skills.
- Stakeholders indicated that academic grades or grading practices are not monitored by school or district administrators.
- Stakeholder interviews and documentation did not reveal that the school district engages in a process to evaluate the effectiveness of the district's grading and reporting practices.

Indicator	Improvement Priority
4.4	<b>Develop a long-range (3-5 year) Strategic Resource Management Plan. Consider seeking guidance and support from the Kentucky Department of Education and/or Kentucky School Boards Association. Ensure that the plan and planning process are regularly reviewed and evaluated by the board of education and district leadership.</b>
<b>Rationale</b>	

Stakeholder interviews, document and artifact review:

- The Superintendent indicated in interviews that a long range strategic resource management plan does not exist. He also indicated that the board of education had declined to create such a plan because it would be too time consuming.

Indicator	Improvement Priority
5.2/5.3	<b>Collaboratively develop and implement a systematic process for collecting, analyzing and applying learning from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning. Ensure that all professional and support staff members are regularly and systematically trained and assessed in a rigorous professional development program related to the evaluation, interpretation and use of data.</b>
<b>Rationale</b>	

Stakeholder Survey Data:

- Surveys suggest that the high school staff is satisfied with current practices regarding the continuous collection, analysis, and use of data to drive improvement in student performance and learning conditions.
- Although staff survey data varies regarding the extent to which the school collects, analyzes, and uses data to improve student performance, there was little to no evidence in interviews or review of documents and artifacts that the district has been proactive in initiating, guiding, or supporting the development of such practices at the high school level.
  - 74% of staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."
  - 63% of staff agree or strongly agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."
  - According to 2013 TELL survey results, 87% of staff agree with the statement, "Teachers use assessment data to inform their instruction." The percentage of high school staff that agrees with this statement statewide is 90%.

Stakeholder interviews, document and artifact review:

- The Superintendent indicated in interviews that, "MAP (assessment) foreshadowed the drop in district scores." Even though the MAP assessment predicted the fall in assessment scores, it appears that the district did not change or adjust its course of action to address student needs in

an effort to improve student achievement.

- According to stakeholder interviews, the District Leadership Team meets “on an as-needed basis.” No interviews or documentation indicated that administrators or the district office staff meets regularly. The absence of regular meetings of school and district leadership suggests that there are no structures in place to review or analyze student performance data, monitor current improvement plans, and adjust such plans according to student needs.
- Stakeholder interviews indicated that neither district leaders nor school leaders could determine why scores dropped at the district level last year. The extent to which interviewees were unable to explain their analysis of changes in student performance data may suggest that school and district staff have not been sufficiently trained in the area of analyzing, interpreting, and using data.

Indicator	Improvement Priority
5.5	<b>Establish a system to monitor and communicate comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Utilize multiple communication methods, i.e., print, electronic, websites, public presentations, etc., to ensure all stakeholder groups are informed regarding district and school performance.</b>
<b>Rationale</b>	

#### Stakeholder Survey Data:

- Survey data provides mixed results with regard to monitoring and communicating results. It suggests that the staff is satisfied with current monitoring practices and with two-way communications between the school and home. Student survey data, on the other hand, suggests that communication between school and home may not be highly effective.
  - 79% of staff agree or strongly agree with the statement, “Our school leaders monitor data related to school continuous improvement goals.”
  - 51% of students agree or strongly agree with the statement, “My school shares information about school success with my family and community members.”
  - According to the 2013 TELL survey, 82% of the staff agrees with the statement, “This school maintains clear, two-way communication with the community.” The percentage of high school staff that agrees with this statement statewide is 85%.
  - According to a district-administered survey submitted to the Diagnostic Review Team, 44% of staff agree or strongly agree with the statement, “Curriculum across the district is monitored to ensure the curriculum gaps have been identified, the curriculum standards are being taught, and the curriculum transition from 5<sup>th</sup> to 6<sup>th</sup> grades and 8<sup>th</sup> to 9<sup>th</sup> grades are smooth and seamless.”
  - According to a district-administered survey, 59% of staff agree or strongly agree with the statement, “District leadership has established a systematic process to monitor the effectiveness of instructional practices in the classroom.”
  - According to a district-administered survey, 60% of staff agree or strongly agree with the statement, “The District Leadership Team uses various strategies to keep staff,



board members, parents, and the community at large informed concerning activities and student achievements within the district.”

Stakeholder interviews, document and artifact review:

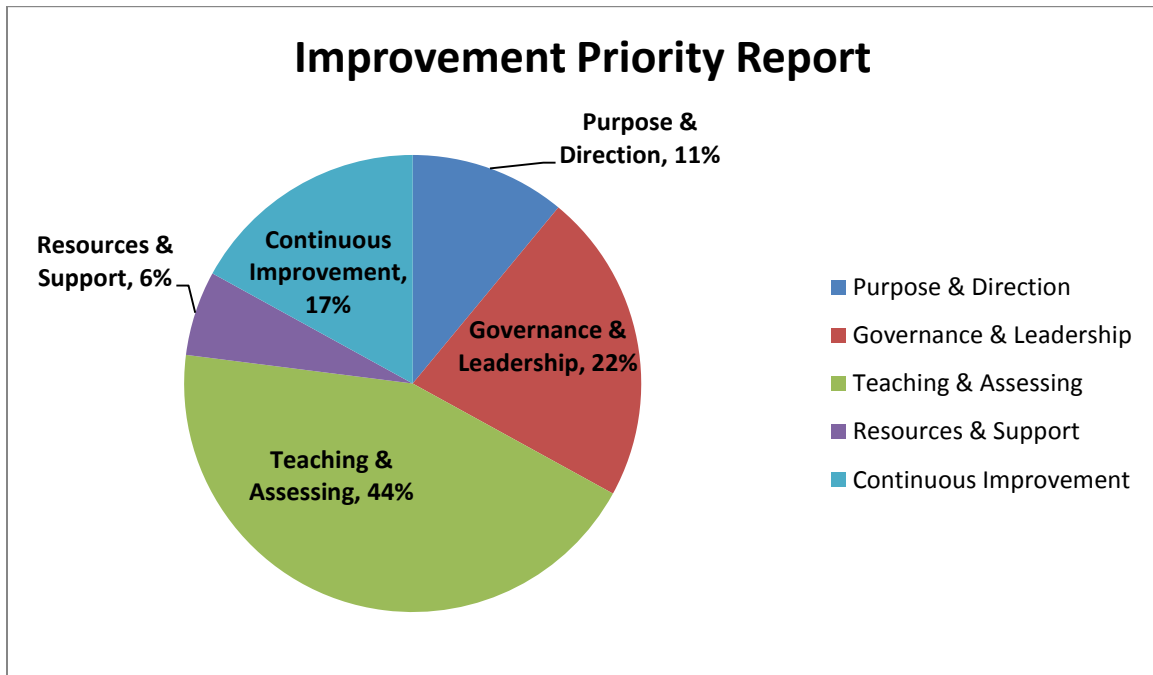
- According to Caverna School District’s Board policies, “The Superintendent shall devise a schedule for principals to present written reports to the Board regarding progress being made toward their school’s educational objectives. The information reported to the Board shall be put in summary format (the Superintendent shall devise the format to be used) and reported to parents of each student and made available to the community.” Documents show that principals did report to the board on their school’s progress, but the district did not produce evidence of a summary report upon request from the Review Team. The district responded that state assessments come with an individual report that is sent home with students. Individual reports are addressed in a later paragraph regarding the same board policy.
- Interviews with the superintendent and assistant superintendent reveal a sense of satisfaction regarding communicating district and school results to stakeholder groups. However, survey data as well as review of artifacts and documents do not indicate that the district has developed consistent processes and procedures for communicating performance results to parents and the broader community. No evidence suggests that the district engages in an evaluation of the effectiveness of communication with internal or external stakeholders.
- Interviews consistently revealed that communication with families and the community are somewhat of a by-product of newspaper articles written by local reporters attending board meetings. There is no intentional effort or plan to target two-way communication with families and the community regarding the academic performance of the school system, i.e., regular printed newsletters, e-newsletters, email broadcasts, parent/community meetings, etc. Although a communication plan exists, it does not address the dissemination of information about student performance, achievements, results of improvement planning efforts, etc.

**Part III: Addenda**

<b>Indicator Assessment Report</b>		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	1
1.3	3	1
1.4	2	2
2.1	3	1
2.2	3	1
2.3	3	3
2.4	3	2
2.5	2	1
2.6	2	1
3.1	2	1
3.2	3	1
3.3	3	1
3.4	3	1
3.5	2	2
3.6	2	1
3.7	2	1
3.8	2	1
3.9	2	3
3.10	2	1
3.11	3	2
3.12	3	2
4.1	3	3
4.2	3	2
4.3	3	2
4.4	3	1
4.5	2	2
4.6	3	3
4.7	3	2
4.8	3	2
5.1	3	2
5.2	3	1
5.3	2	1
5.4	2	2
5.5	3	1

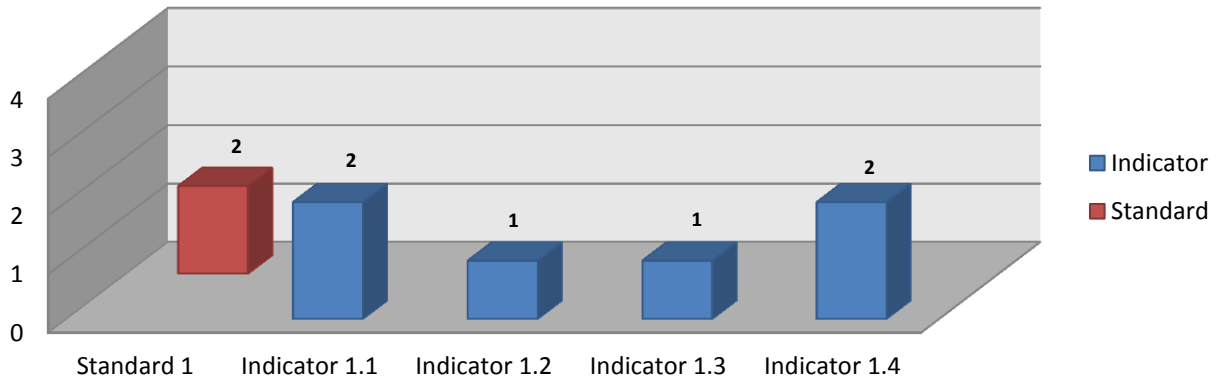
## Diagnostic Review Visuals

Percentage of Standards identified as  
Improvement Priorities

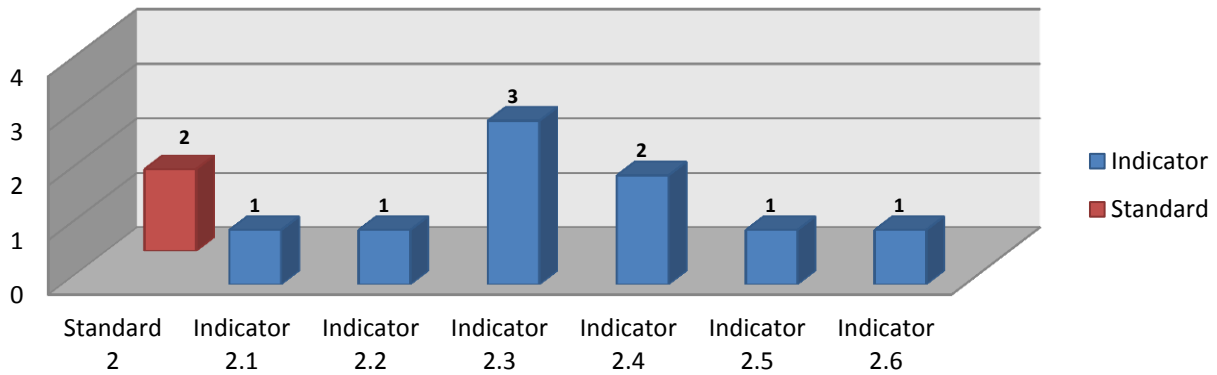


Average ratings for each  
Standard and its Indicators

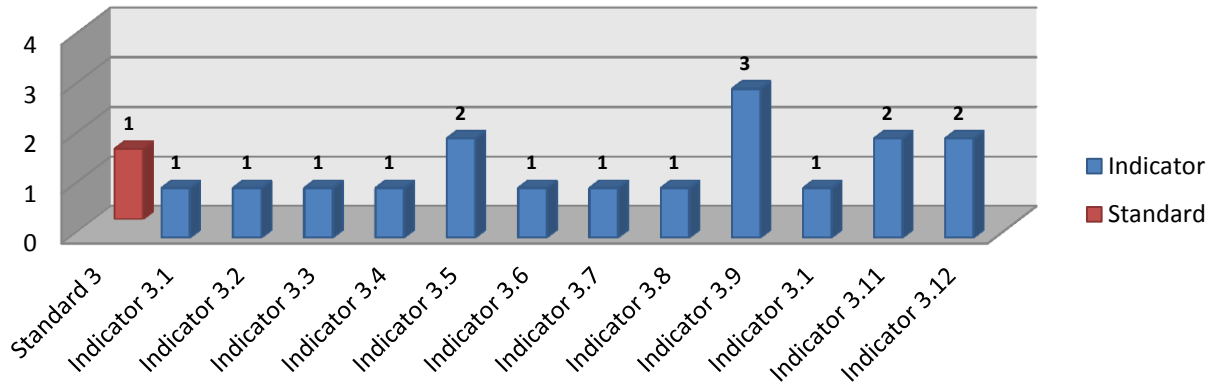
### Standard 1: Purpose and Direction



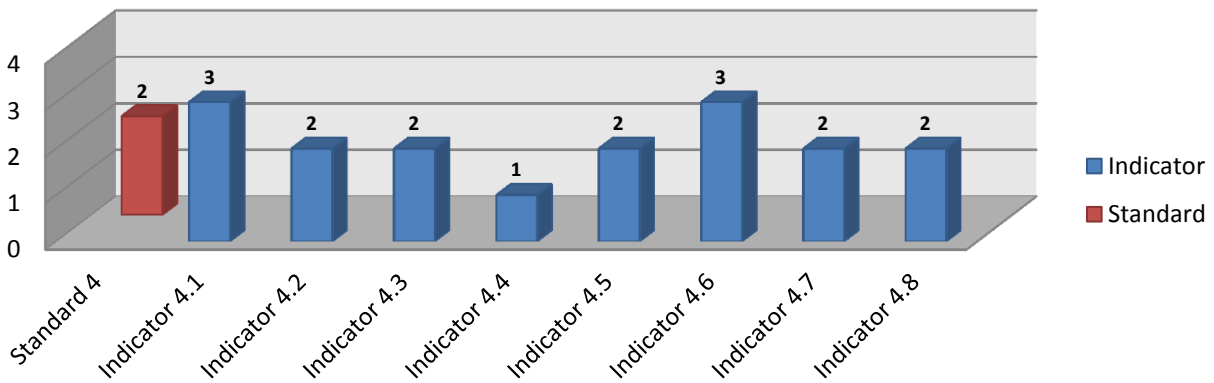
### Standard 2: Governance and Leadership



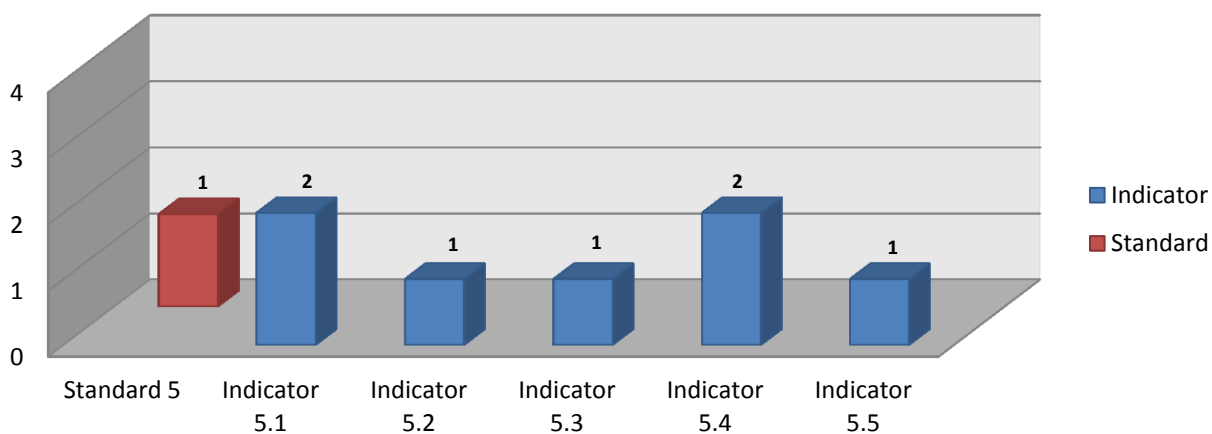
### Standard 3: Teaching and Learning



### Standard 4: Resources and Support



## Standard 5: Continuous Improvement



## 2014 Leadership Assessment/ Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Caverna Independent School District.

### Deficiency 1: The superintendent has not established a professional culture.

District	Team	
X		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

#### District evidence:

- TELL Survey
- District Survey

#### District comments:

##### TELL

- The school leadership consistently supports teachers (79.6%).
- The school leadership facilitates using data to improve student learning (95.2%).
- Overall, my school is a good place to work and learn (85.2%).

##### District Survey

- The superintendent communicates a clear vision and communicates to all stakeholders that learning is the district's most important mission (70.1%).
- The superintendent maintains an effective, professional organizational culture which builds trust, transparency and openness (61.5%).
- The superintendent has established professional relationships with employees (63.2%).

#### Team evidence:

- 2012 and 2013 KDE School Report Cards
- 2012 and 2013 KDE District Report Cards
- Classroom observation data
- Stakeholder interviews
- Review of documents and artifacts

#### Team comments:

- Two years ago the superintendent created the District Leadership Team (DLT) which consists of the superintendent, assistant superintendent, district special education director, as well as the three building principals and teacher representatives from each of the three schools. The DLT meets periodically to discuss items such as district vision and mission, district wide writing standards, improvement planning, etc. Stakeholder interviews suggest that the DLT engages in

discussions about improving student performance and school effectiveness.

- Artifacts, documents, and interviews do not indicate that the district supports the effective implementation of authentic professional learning communities at schools or district office. Expectations for establishing PLCs, ongoing support for their effective implementation through coaching or professional development, and monitoring their effectiveness in improving student performance and district effectiveness are not apparent.
- While interviews with district leadership consistently indicated the desire on the part of each individual to improve student achievement, the degree to which the school system operates as a collaborative learning organization intensively focused on improving instruction and student learning is not apparent.
- Instances in which the district leadership has established structures, processes, and systems that encourage shared leadership, collaboration, transparency, and equity are not in evidence other than the DLT. Opportunities for teachers, parents, community members, or students to provide evaluative feedback to system leaders, help shape board of education policies or administrative procedures, or work on district improvement planning initiatives are rare.

**Deficiency 2: The superintendent has not established professional relationships with all district and high school employees.**

District	Team	
X		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- Open door policy
- Attends many school events
- Always supports staff professionally and personally
- Very high morals

District comments:

Team evidence:

- Stakeholder interviews
- Review of artifacts and documents

Team comments:

- Communication with internal and external stakeholders is limited to random emails from the superintendent addressed to all employees. The district has published only one pamphlet this year for the broader community containing general information about the school system.



Regular newsletters, e-newsletters, etc. are not in evidence. The district's public website was inoperative during the Diagnostic Review.

- Stakeholder interviews do not reveal that the superintendent has established effective working relationships with all employees.
- Information gathered from interviews indicated that some stakeholders have reason to be intimidated from speaking openly and honestly about conditions in the school district for fear of reprisal from the superintendent or other staff.

**Deficiency 3: The superintendent has not developed or articulated a formal plan to sustain academic progress at the high school beyond the School Improvement Grant phase.**

District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- Implementation of Race to the Top Grant
- District funded items that were proven to help the high school such as a Math Interventionist and MAP testing for all schools

District comments:

Team evidence:

- Review of artifacts and documents
- Stakeholder interviews

Team comments:

- The superintendent and district staff is committed to sustaining the Math Interventionist position beyond the SIG Grant because they believe this position has had a very significant impact on student math performance. Stakeholder interviews reveal that the Math Interventionist position was one component of a math instructional delivery plan that targeted student needs, relied heavily on formative assessment to adjust and modify learning activities, and used highly effective co-teaching strategies. The Reading Interventionist position has already been eliminated as system leaders believed that data did not indicate that this reading strategy was effective in improving reading performance.
- The extent to which the system has internal capacity to maintain and fully utilize the technology (iPads) purchased through the SIG Grant is unclear. Further analysis of the roles and responsibilities of the district and school technology coordinator position is warranted.
- The system eliminated the only instructional supervisor position at the end of the 2012-13 school

year, and has not developed a documented plan for how the responsibilities of this position would be re-distributed to others in the district office or schools. The superintendent indicated in an interview that he intended to take over the responsibilities of the instructional supervisor next year.

- While the superintendent as well as district and school leaders have expressed a desire to sustain academic progress at the high school beyond the SIG grant, a written formal plan articulating details of how the district would accomplish that does not exist nor is there evidence of capacity to create it.
- The district does not have a position dedicated to supporting instructional effectiveness or curriculum development, suggesting the absence of capacity to sustain academic progress at the high school beyond the SIG grant.

**Deficiency 4: The superintendent seldom evaluates the extent to which allocated resources (i.e., human, fiscal and physical) are producing the desired impact.**

District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- Participated in Energy Grant
- Fuel savings by switching to state contract
- MAP testing has had impact on focusing on direct teaching
- Math Interventionist was proven to help increase math scores

District comments:

Team evidence:

- Review of documents and artifacts
- Stakeholder interviews

Team comments:

- Interviews and review of artifacts reveal that the district does not demonstrate strategic resource management that includes documented long-range financial planning in support of the district's purpose and direction. The superintendent stated in an interview that he had asked the board to do a long range plan, and the board said it was too big of an undertaking.
- Review of artifacts as well as interviews did not reveal the existence of a budgeting process that includes a transparent, thorough, and collaborative assessment and prioritization of needs

involving district staff, board, and community. There was no indication that the district had developed a collaborative and transparent process to examine existing funding practices, including school and district office staffing policies. District leaders indicated that they followed KDE requirements for budgeting and met all deadlines for submission of budget documents.

- Interviews with district leaders and board as well as documentation did not reveal that budget allocations, funding decisions, and staffing policies are consistently examined to determine their effectiveness in improving student performance and the conditions that support learning.

**Deficiency 5: The superintendent has not maximized the evaluation process to foster leadership capacity.**

District	Team	
X		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- Evaluations are completed within an efficient timeline
- Is able to identify those with leadership abilities
- Gives staff opportunities to pursue further professional goals

District comments:

Team evidence:

- Review of artifacts and documents
- Stakeholder interviews
- Stakeholder survey data

Team comments:

- A coherent system for supervision, evaluation, and monitoring of staff or programs that are focused on improvement of professional practice, student achievement, or school or system effectiveness is not evident.
- The district provided documentation of classroom walkthroughs conducted by the district staff. Documentation and interviews did not confirm that the walkthrough process was being implemented regularly (weekly or monthly) or consistently, or how the walkthrough data was being used to improve instructional practice.
- The superintendent indicated that no teachers were on corrective action plans, but that some may be “in the works” for next year. Evidence that the system utilizes the formal evaluation process to identify teacher, school, or district professional development needs was not apparent. In general, interviews and documentation strongly suggest that district evaluation processes are highly

compliance-driven and are not focused on improving the quality of instruction or organizational effectiveness.

- 63% of the high school staff agree or strongly agree with the statement, “Our school leaders ensure that all staff members use supervisory feedback to improve student learning,” suggesting that about half of the staff do not perceive that this practice is systematic in the school.
- The superintendent and other staff members indicated in interviews that the school district had participated in the KDE Professional Growth and Evaluation System training and intended to begin implementation in the upcoming school year.

**Diagnostic Review Team Schedule****Caverna Independent Diagnostic Review District Schedule****Sunday, February 9, 2014**

<b>Time (All Times CST)</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
3:00 p.m.	Check-in	Hilton Garden Inn  1020 Wilkinson Trace  Bowling Green, KY  270-781-6778	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 9:30 p.m.	<ul style="list-style-type: none"> <li>Team Work Session #1</li> <li>Reviewing Internal Review documents and determining initial ratings all indicators</li> <li>Determine interview questions and other points of inquiry for Day 1</li> <li>Review team schedule and assignments</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Monday, February 10, 2014**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
7:00	Breakfast	Hotel	Diagnostic Review Team Members
7:30	Depart for district offices		
8:00	Team arrives at district office	District office	Diagnostic Review Team Members
8:15 – 9:45	Standards Presentation - Questions/topics to be addressed:  1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here.	District office conference room	Diagnostic Review Team Members

	<p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <p>2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels?</p> <p>4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
9:45 – 10:00	Break	District office	Diagnostic Review Team Members
10:00 – 11:00 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members
11:00 – 11:45	Individual interviews with district office staff	District office	Diagnostic Review Team Members
	Asst. Superintendent	office	Diagnostic Review Team Members
	Special Ed and Preschool Dir .	office	Diagnostic Review Team Members
	District Finance Officer	office	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch	TBD	Diagnostic Review Team Members
12:30 – 4:45	Individual Interviews with district office staff and board of education members		
12:30 – 1:15	Board of Education Member	District Office	Diagnostic Review Team Members
1:00 – 1:45	Board of Education Member	District Office	Diagnostic Review Team Members
12:30 - – 1:15	District Technology Coordinator	Office	Diagnostic Review Team Members
1:15 – 2:00	Gifted/Talented Coordinator	Office	Diagnostic Review Team Members

2:00 – 3:00	Sec. to the Supt, accounts payable, insurance coordinator	Office	Diagnostic Review Team Members
2:15 – 3:00	Data Clerk	Office	Diagnostic Review Team Members
2:30 – 4:45	Review of documentation and artifacts	District Office	Diagnostic Review Team
4:00 – 4:45	Board of Education Member	District Office	Diagnostic Review Team Members
5:30 – 6:15	Board of Education Member	District Office	Diagnostic Review Team Members
4:45 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> <li>Review findings from Monday</li> <li>Team members working in pairs re-examine ratings and report back to full team</li> <li>Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific)</li> </ul> <ul style="list-style-type: none"> <li>Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team Members
7:00 – 7:45	Joint meeting with Caverna High School Diagnostic Review Team <ul style="list-style-type: none"> <li>Review ELEOT Data</li> <li>School standards leads meet with district standards leads to discuss preliminary ratings, evidence being used to support the ratings, identify unanswered questions</li> <li>District team and school team meet to answer guiding questions about district expectations, support, and monitoring</li> </ul>		

**Tuesday, February 11, 2014**

Time	Event	Where	Who
7:00	Breakfast	Hotel	Diagnostic Review Team Members
8:00	Depart hotel for the school		
8:15	Interview ER Leader	Hotel	Diagnostic Review Team Members
8:30 a.m.	Team arrives at Caverna High School	Principal's Office	Diagnostic Review Team

			Members
8:45 – 9:45	Interview Principal, Caverna High School		Diagnostic Review Team Members
9:45 -10:15	Tour of the building led by the principal		Diagnostic Review Team
10:15	Return to district office		
10:30 – 11:15	Transportation Director	Office	Diagnostic Review Team Members
10:30 – 11:30	Standard 3 discussions	In their respective offices	Diagnostic Review Team Members
10:30 – 11:30	Standard 1 and 2 discussions	Superintendent's office	Diagnostic Review Team Members
11:15 -12:15	Lunch	TBD	Diagnostic Review Team Members
12:30 – 1:30	Board of Education Member	District Office	Diagnostic Review Team Members
1:30 – 2:15	Food Service Director	District Offices	Diagnostic Review Team Members
2:15 – 3:15	Standard 5 discussion	In their respective offices	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation		Diagnostic Review Team Members
2:15 – 3:00	Parent and community leaders  Business/Community  Community  Business/Community  Business  Parent	District Office	Diagnostic Review Team Members
4:30 – 5:30	School and district Team Leaders Meeting to discuss: <ul style="list-style-type: none"> <li>• Final ELEOT Ratings</li> <li>• Preliminary indicator ratings</li> <li>• Powerful Practices</li> <li>• Opportunities for Improvement</li> <li>• Improvement Priorities</li> <li>• Recurring Themes</li> </ul>	Hotel	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members



6:30 – 9:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> <li>Review findings from Tuesday</li> <li>Team deliberations to determine standards and indicators ratings</li> <li>Powerful Practices and Opportunities for Improvement at the standard level</li> <li>Improvement Priorities –</li> <li>Learning Environment ratings</li> </ul> <p>Team member discussion around:</p> <ul style="list-style-type: none"> <li>Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities.</li> <li>Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed.</li> <li>Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members
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**Wednesday, February 12, 2014**

Time	Event	Where	Who
7:00	Breakfast	Hotel	
8:00	Check out of hotel and prepare to depart for the district offices	Hotel	Diagnostic Review Team Members
8:30	Team meeting  Agenda TBD	Hotel meeting room	Diagnostic Review Team
9:00 – 9:45	KDE Leadership Meeting	Hotel meeting room	Diagnostic Review Team
9:45 – 10:15	Travel to district offices		
10:15 – 11:30	Continue interviews, review of artifacts and documents		
Working Lunch  11:30 – 2:00	<p>Team members review:</p> <ul style="list-style-type: none"> <li>All standards workbooks</li> <li>Opportunities for Improvement</li> </ul>	District office	Diagnostic Review Team Members

	<ul style="list-style-type: none"><li>• Powerful Practices</li><li>• Improvement Priorities</li><li>• Leadership Assessment Addendum</li></ul>		
2:00 – 2:30	<p>Exit Report with the superintendent</p> <p>The Exit Report will be a brief meeting for the Lead Evaluators and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school or system make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	District office	Team Leaders

## About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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## **District Diagnostic Review Summary Report**

### **Caverna Independent**

#### **School District**

**2/09/2014 – 2/12/2014**

The members of the Caverna Independent District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does not have the ability to manage the intervention of Caverna High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Caverna Independent School District and Caverna High School.

Superintendent, Caverna Independent

\_\_\_\_\_ Date: \_\_\_\_\_